

SCHOLASTIC COACH

MARCH 1934 • 25¢

IN THIS ISSUE:

HIGH HURDLING by Don Canham

BROAD JUMPING by Ken Doherty

CHECK LIST FOR MEETS by Milt Zoellner





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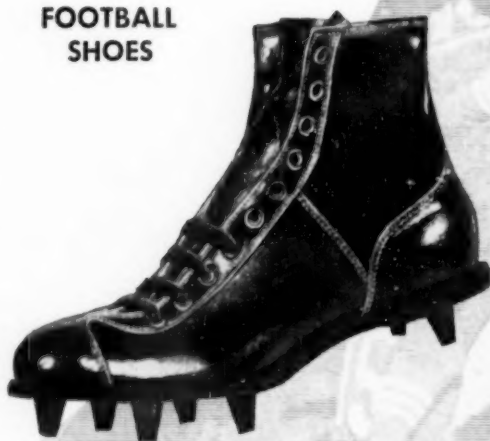
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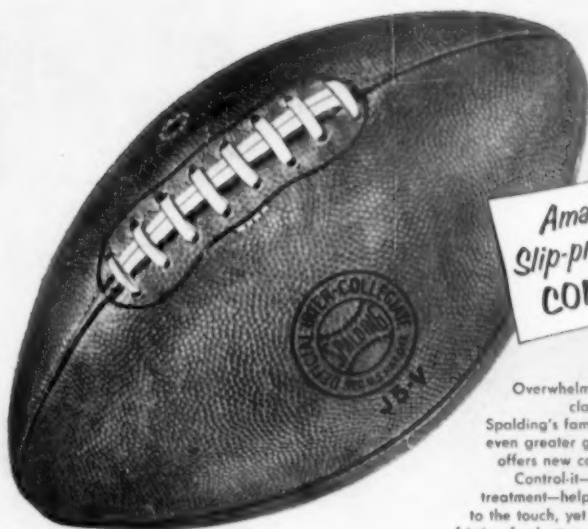
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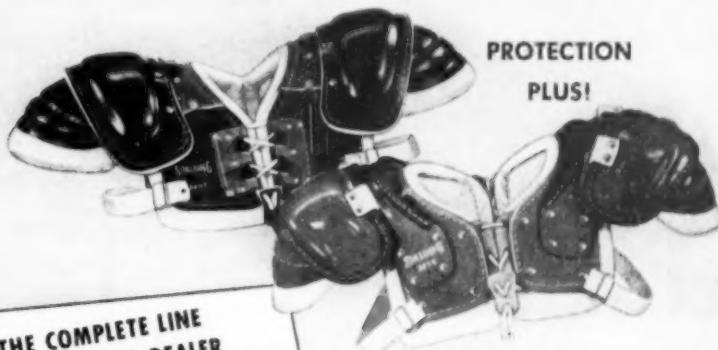
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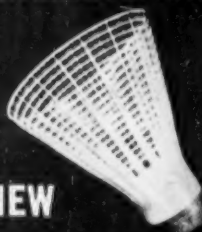
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VOLUME 23 • NUMBER 7 • MARCH

IN THIS ISSUE

HERE BELOW (An Open Letter to the National Basketball Committee)	5
THE BATTING STANCE by Buck Lai	7
ROY CAMPANELLA, ENOS SLAUGHTER (Sequence Pictures)	9
HIGH HURDLERS ARE MADE by Don Canham	10-11
BROAD JUMP ESSENTIALS by Ken Doherty	12-13
MAKING OF A CHAMPION (Part I) by Jim Leighton, Jr.	16
CHECK LIST FOR LARGE MEETS by Milton E. Zoellner	20
SCHOOLBOY BASEBALL, 1954 edited by H. V. Porter	22
NEW EQUIPMENT	24
TRYING OUT THE LITTLE AND BIGGER LEAGUERS by Chris G. Chachis	26
"UNACCUSTOMED AS I AM" by Doug and Seth Fessenden	30
H. S. FOOTBALL RULE CHANGES FOR 1954 edited by H. V. Porter	36
FREE CATALOGS AND BOOKLETS	38
NEW BOOKS ON THE SPORT SHELF	46
COACHES' CORNER	50
STATE HIGH SCHOOL FOOTBALL CHAMPIONS, 1953	58-59

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An Open Letter to the National Basketball Committee

MARCH, 1954

GENTLEMEN:

Over the years you've done a magnificent job of forging and administering a sound, progressive code of rules. You've exhibited boldness and intelligence, and basketball has prospered because of it.

Each time the game has come to a crossroad, you've always taken the correct turn. The elimination of the center jump . . . the three-second rule . . . the 10-second rule . . . all represent the highest order of imaginative, courageous, and progressive thinking.

And now the time has come to cudgel your brains once more. For basketball has come to another crossroad. In fact, it has been standing there, stultifying, while you've been timidly poking around for direction finders.

We refer specifically to two vital and vexing problems:

1. The steady intensification of the accent on height.

2. The tedious fouling debacles in the closing minutes of play.

You must have noticed the startling increase in the number of skyscraping players. Where 6'5" was once considered "altitudinous," it now barely qualifies for the center position. Players like Schlundt, Pettit, Francis, Born, Mattick, Halbrook, Uhl, and Sears start at 6'9" and spiral all the way up to 7'1". Next year there'll be at least a half dozen more 7-footers playing college ball.

The handwriting is on the basket: Unless you gentlemen take action, basketball will become a plaything for the outsized athlete.

Now, we don't want to discourage the extra-tall boy from playing basketball. On the contrary, let's get more of them into the act. Basketball does wonders for them physically and psychologically. But that doesn't mean we ought to make them a present of the game, as we seem intent on doing.

Under the present code, they have a basket only 10' high and a free-throw lane only 6' wide. How much ability do they need to average 20

points a game? Very little—so little that it's a joke.

We'd like to call your attention to the fact that 20 years ago, in an effort to curb the tall man, you gentlemen eliminated the center jump and introduced the three-second rule. That helped. Yet today, with the problem trebly intensified, you hesitate to attack it.

What can be done? The professionals have the answer in their 12-foot lane. By forcing the pivot man another six feet from the basket, they've trimmed his inordinate height advantage. He can't simply turn and dunk the ball into the basket—as in college ball. He must both *maneuver* for his shot and develop an accurate *assortment* of shots.

In short, he must now be a ball player—not just a big guy.

Since the 12-foot lane has proved such an outstanding success—since it has separated the men from the goons—what are you school men waiting for? Come on, gentlemen, get that rule into the NBC code as soon as possible.

Now for Problem No. 2, the fouling menace in the closing minutes of play. As we've stated before in this department, your approach to the problem has been unrealistic.

What you've failed to realize is that this late-game fouling is inextricably bound to offensive *stalling*, or *freezing*. Under the existing code, a trailing team is practically compelled to foul a team that's *withholding* the ball from them.

The trailers have no choice. They must get the ball. Not to foul—to keep futilely chasing the ball—courts sure defeat.

The failure of the current fouling statutes stems from your one-dimensional thinking. You keep saying: "What can we do to prevent the *defense* from fouling?" You never say: "What can we do to prevent the *offense* from stalling?"

You don't seem to realize that *fouling* and *stalling* go hand in hand—that it's impossible to solve the first problem without resolving the second.

(Concluded on page 48)

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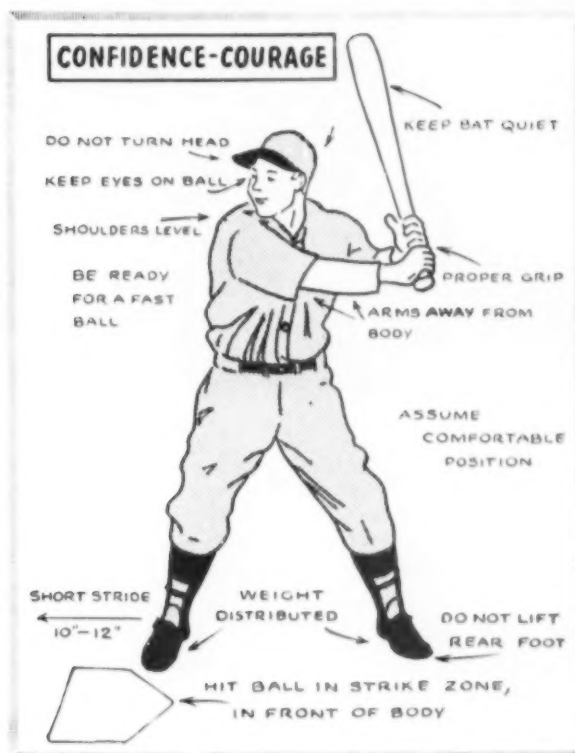


LOS ANGELES

The Batting STANCE

By BUCK LAI

Coach, I.I.U.—Instructor, Brooklyn Dodgers



QUITE a few big leaguers violate basic principles of form. Take high-stepping Mel Ott, bucket-footing Al Simmons, open-stanced Wally Moses, hitching Bob Elliott, and humped-wrist Gil McDougald.

It is important to be aware of individual differences. But in order to be practical in expounding basic techniques, it is necessary to deal in generalities.

PROPER GRIP

To acquire the correct grip, the hitter should shake hands with the bat. Let's assume the boy is left-handed. That means he extends his right hand and grips the bat near the base of the handle.

He then affixes his left hand so that the small finger touches the index finger of the right hand. (Always keep those hands together!) Then he shifts his left hand so that the second row of knuckles of each hand are in a straight (or nearly straight) line. This grip will enable him to exploit the maximum power of each arm.

Many batters unthinkingly line up either the third or second set of knuckles of one hand with the third set of the other. This cuts down on their power, since the left hand—the back hand for left-handed hitters—doesn't generate maximum

power but merely follows the front hand as a sort of hitchhiker.

The left hand in this position also has a tendency to swing the bat up, and may cause the batter to be an uppercutter; and he'll be hitting a lot of fly balls or pop-ups instead of line drives.

The hitter should remember that while the second row of knuckles on each hand don't have to be in an exact straight line, as this may prove too uncomfortable, these knuckles should be in close alignment. This isn't a complicated grip and will soon become second nature to the batter.

The same rules apply for the right-handed hitter except that he

shakes hands with his left hand and carries on from there, shifting the right hand so that the second set of knuckles of each hand are in close alignment with one another.

POSITION IN BATTER'S BOX

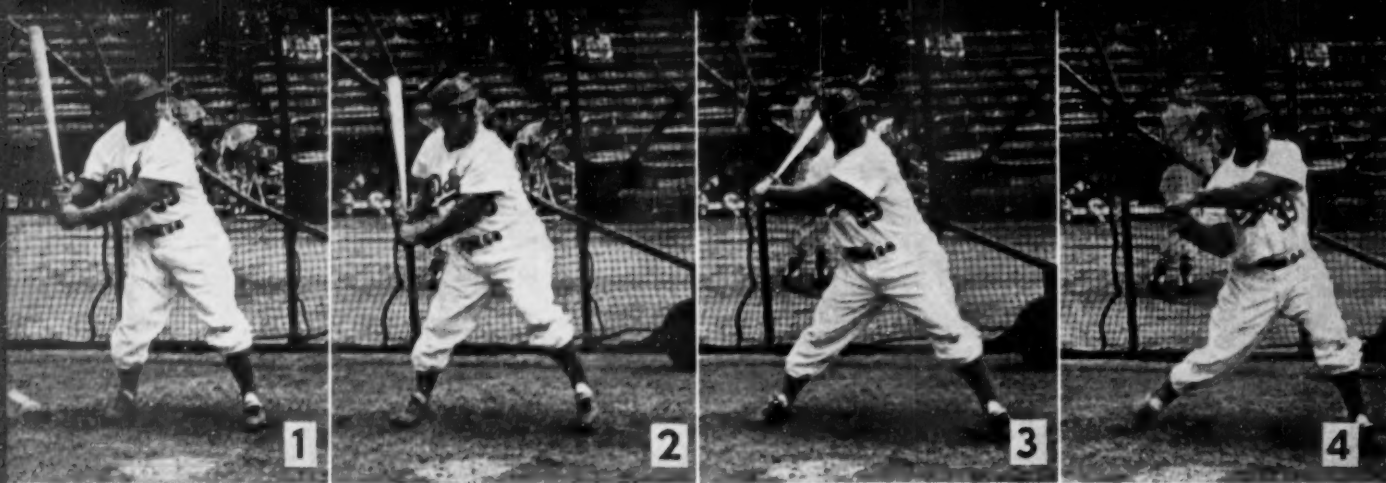
The batting box is 4' wide and 6' long. This gives the batter a large area in which to place his feet. Where should he stand in relation to home plate?

First of all, the batter wants to swing only at strikes, except on the rare occasions when it's necessary to protect the baserunner. He wants to hit pitches that come between his armpits and his knees and that are over the plate, which is 17" wide.

Since the bat, for maximum power, should meet the ball ahead of the hitter's body, the hitter should stand fairly deep in the box, behind the plate. He wants to meet the ball as it comes over the plate, at a point in front of him.

What's wrong with standing even with (alongside) the plate? Simply this: In order to meet the ball ahead of the body, it will be necessary to contact the ball in front of the plate. The batter will thus be swinging at balls before they cross the plate; and some of these pitches, especially curves, screwballs, and knucklers, would be balls at the time they reached the plate.

ONE of the most astute baseball men on the North American continent, William (Buck) Lai coaches those crack Long Island University nines and works for the Brooklyn Dodgers as a scout and technical instructor. His treatise on batting stance is excerpted from his wonderful new book, *Championship Baseball, From Little League to Big League*, just published by Prentice-Hall, Inc. For a detailed review of this excellent coaching test, see the *New Books dept.* in this issue.



By the same token, pitches that are let go because they look outside or inside before reaching the plate may eventually cross the plate and result in called strikes.

Standing well back in the batter's box also gives the hitter a fraction of a second longer to get around on a fast ball. This is the pitch that the batter must be ready for at all times. If he isn't, the ball will whiz by him before he can do anything about it. He should expect the fast ball and be able to adjust himself to the other types of pitches.

When facing a curve-ball artist, the hitter may change his stance by moving up in the box. In other words, if a pitcher doesn't have a good fast ball, the batter may move closer to him. This will sometimes enable him to hit the curve before it breaks, and other pitches before they zigzag or dip.

There's no set rule for the positioning of the batter's feet, though they're usually placed at right angles to the pitcher. Some hitters have the front foot facing the pitch-

er while keeping the back one at right angles to him.

Other batters point their feet at an angle (60, 45, 30 degrees, etc.) toward the mound, some of them practically facing the pitcher. Batters who adopt this "open" stance normally do not have good power.

Some hitters go to the other extreme. They have their feet facing the catcher, and peer over their shoulder at the pitcher. This type of hitter usually is a late swinger and consequently an opposite-field hitter.

POSITION OF THE FEET

Since the first thing a batter does is adjust his feet, let's start with the feet and work up. The weight of the hitter should be distributed evenly over both feet, with most of it resting toward the front of the feet and not back on the heels.

The feet should be placed comfortably apart, and a stride of approximately 10 to 12 inches should be taken to meet the ball. Some players take too big a stride (overstride) and thereby fail to maintain

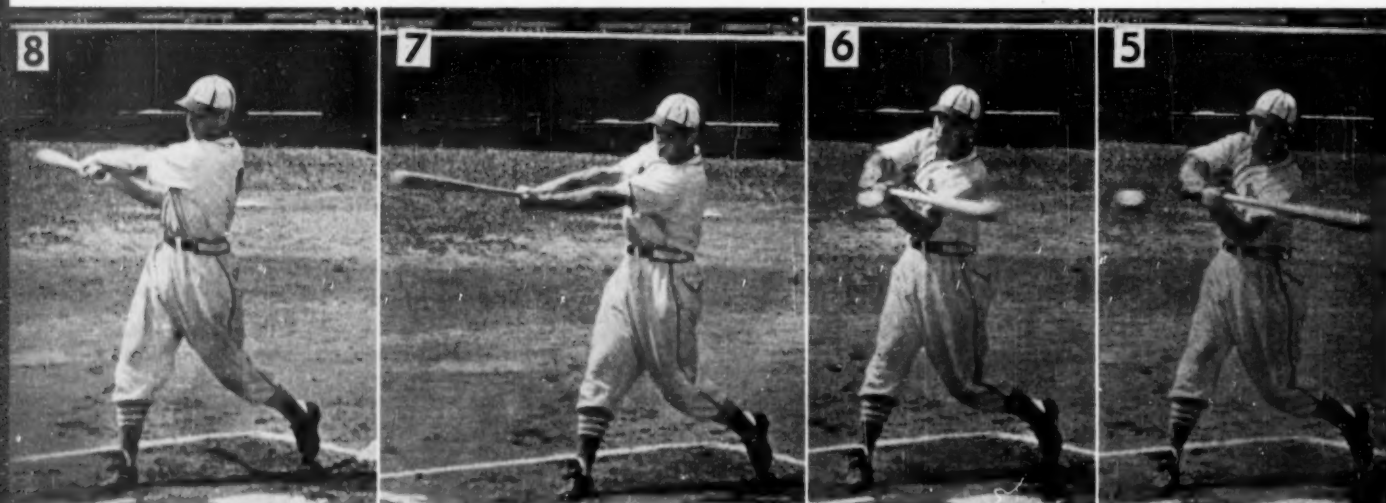
proper balance. The good batter *steps to hit the ball*; he does not *step and hit the ball*. Few good hitters take a long stride, though there have been outstanding exceptions.

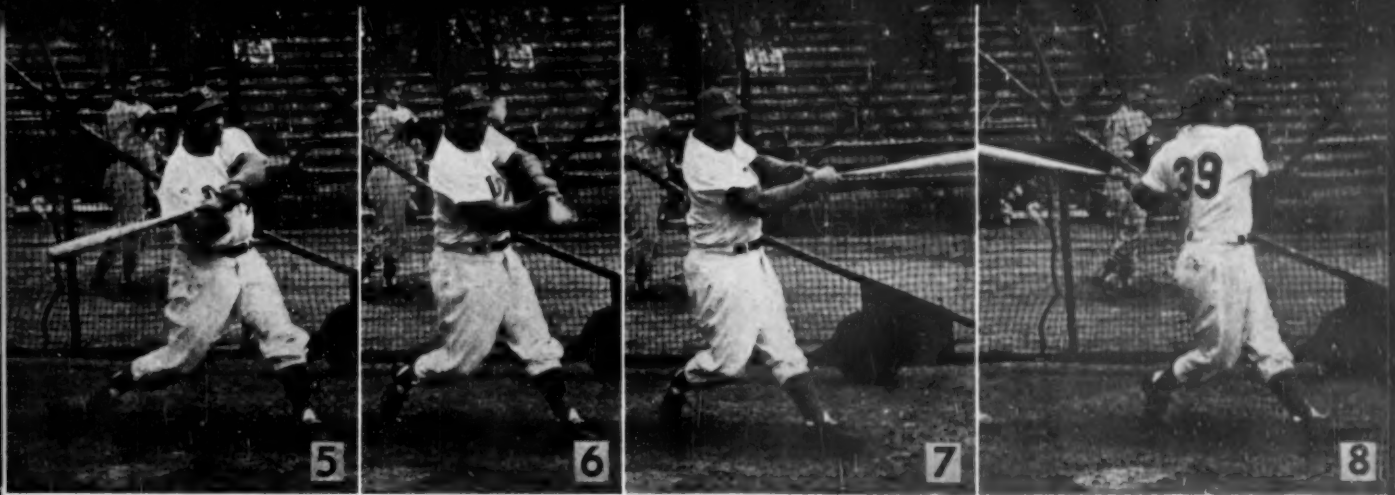
An overstrider usually finds it difficult to hit breaking stuff or change of pace pitches. Since his weight has shifted to the front foot too quickly, he has lost much of his power; and the best he can hope to do is just meet the ball and dump it over the head of some infielder.

The good hitter normally doesn't lift his rear foot off the ground. The heel comes up, but the front of the foot maintains contact with the ground. This enables the batter to stay anchored while swinging and thus gain greater power.

Another common fault is striding to the same spot every time, no matter where the ball is pitched. The player should try to meet the ball where it is pitched. If it is over the inside corner, he should try to pull the ball. If it is over the outside, he should attempt to hit it to the opposite field.

(Continued on page 52)





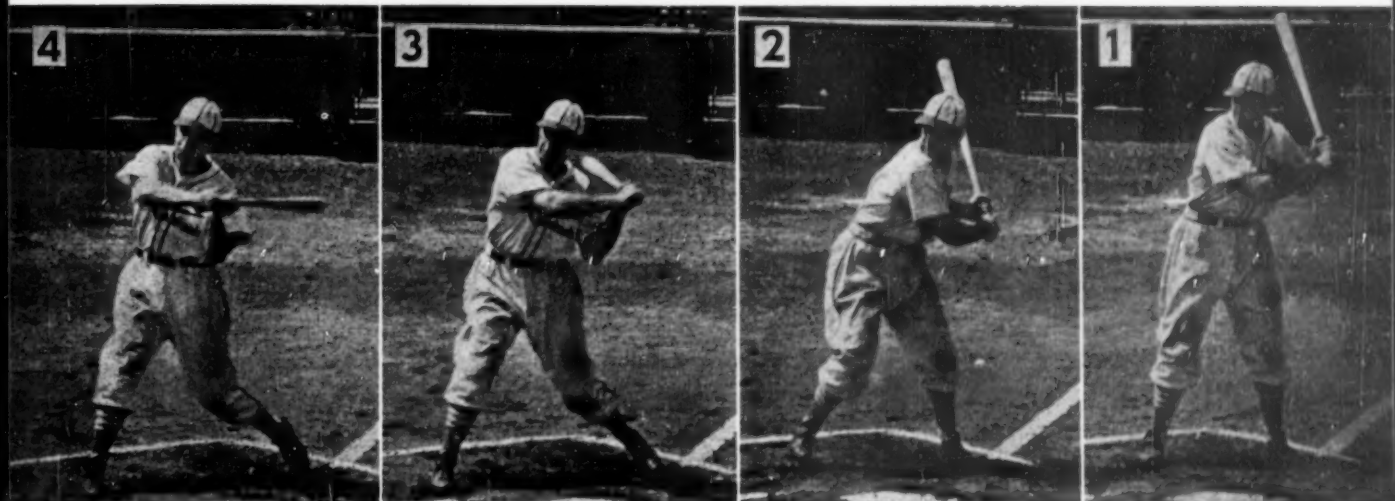
▲ ROY CAMPANELLA, Dodgers

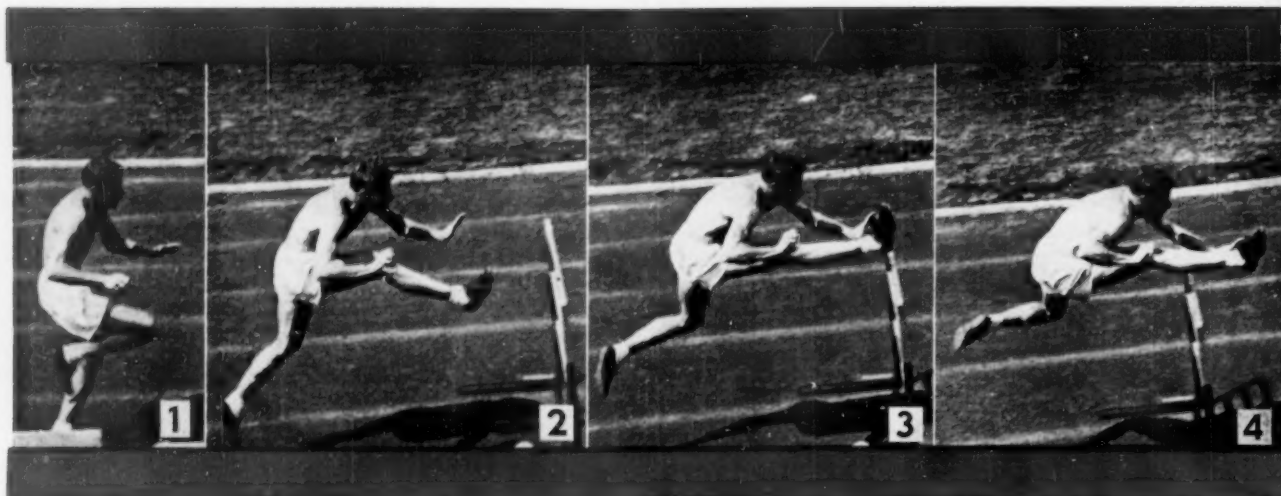
THE slugging Dodger catcher fairly oozes power. Note how he faces the pitcher over his front shoulder, while keeping his shoulders and hips on a flat plane and the bat well away from his body. As he begins his step in No. 2, he lowers the arms a trifle. In a less gifted hitter, this could be construed as a hitch. From his rather wide purchase in No. 3, he whips the bat around on a level line and meets the ball out in front of his body off a stiff front leg and a bent up-on-the-toe back leg (No. 6). Note how his hips and shoulders pivot into the ball from No. 3 through No. 8, bringing the full power of his body behind the bat. What he has done, in effect, is throw the fat end of the bat at the ball. The bat sweeps through to the other side of the body, the wrists turning over naturally. Now, let's examine the head. As you can quickly see, the head stays fixed—with the eyes glued on the ball—from start to finish of the swing. The danger point lies between No. 5 and 6, where many young batters have the bad habit of pulling their head (and eyes) away from the ball due to fear, swinging too hard, or just unconscious habit.

MARVELOUS is precisely the word for the left-handed batting form exhibited by the great Cardinal "Country" boy. Everything about it is well-nigh perfect. Look at that comfortable, relaxed stance in No. 1, with the arms well away from the body and the hands roughly in a line with the back shoulder. Note that back toe. It is pointed slightly in, facilitating the pivot. Slaughter takes a short stride, barely clearing the ground with his spike (No. 2), then whips his bat around on as beautifully a level plane as you can hope to see (Nos. 4-8). Like Campanella, he meets the ball in front of his body with the full weight of his hips and shoulders flowing behind the bat (No. 6). Again note that contact is made off a straight, planted front leg with the back leg bent at the knee and up on the toe. The throwing action of the bat is apparent in No. 7. Compare this picture with No. 7 in the Campanella strip. Identical! Also check the front arm action in both these strips. Notice how the forearm in each instance sweeps around nearly parallel to the ground.

(Picture strip courtesy of Ethan Allen)

▼ ENOS SLAUGHTER, Cardinals





High Hurdlers Are

THE remarkable high hurdle marks set by men like Forrest Towns of Georgia (13.7), Fred Wolcott of Rice (13.7), Harrison Dillard of Baldwin-Wallace (13.6), and Dick Attlesley of USC (13.5) have tended to obscure the paucity of high hurdling talent. There are just fewer good high hurdlers than common-sense tells us there should be.

What's the reason for this?

At one time, this may have been attributed to the theory that you couldn't do much without tall, rangy material. But this explanation is no longer valid. Statistics show that some of our best hurdlers (and styl-ists) were, and are, well under six feet in height. Allan Tolmich, Sam Allen, Sam Klopstock, Fred Wolcott, Lloyd Duff, and Harrison Dillard are just a few of the really fine short hurdlers who, through sound coaching and hard work, overcame their size handicap. So, today at least, most coaches realize that sheer height is no longer the factor it was once thought to be.

By the same token, leg speed has taken on more importance in the past 20 years, and an analysis of our recent champions shows that the vast majority of them were also sprinters, and some like Wolcott,

Dillard, Davis, and Attlesley were outstandingly so.

Very little can be added to the requirements and technique of the hurdles. Something, however, can be said about the motivation and coaching approach in the development of hurdlers.

WORK-WORK-WORK

Like most weight men, young hurdlers simply don't realize the tremendous amount of work that's necessary for even moderate success. Months and years of conscientious analytical work and attention to all hurdling details repose in the background of every hurdle star. There's just no easy road to stardom.

THE FALL PROGRAM

Assuming that desire, capacity for work, and courage are present, the program for success must start in the fall of the year.

During the warm autumn, a sound exercise program to loosen the crotch must be adopted in earnest. A great deal of form hurdling should be done long before the season starts. It's also the time of year when strength must be built.

In fact, most hurdle coaches train the hurdler as a 440 man in the fall to give him this strength. Charles Werner, who has had great success

with hurdlers at Penn State, goes a step further. In the fall, his hurdlers often can be found working with his cross-country men.

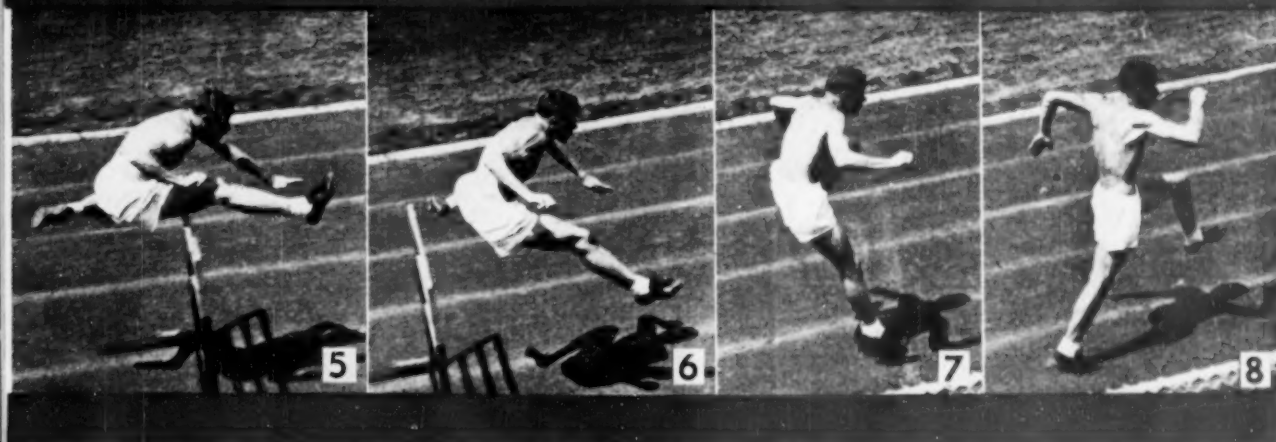
With strength comes a certain amount of speed. But the background must include *real* speed work. So, during the late fall or early winter, the hurdler must turn to sprinting. He works with the sprinters, from the block and on the flat, a great deal following his fall program.

By the time he begins hard, intense hurdle work indoors, he has a sound background in the three basic areas so necessary for top hurdling—exercise (and resulting flexibility), strength, and speed.

PRINCIPLES OF FORM

As the actual season approaches, a review of fundamentals must be made. There are many so-called styles, and a standard form is as elusive to explain as it is to master. For example, the style of Dillard as contrasted with that of Attlesley could certainly confuse the young hurdler. He must learn that individuals use different forms, but that their form principles are similar.

Dillard and Attlesley, for instance, despite different body structures, approach the event with the same basic aim. That is to maintain for-



Made!

ward momentum (generated by speed between the hurdles) even as they lose contact with the ground to clear the hurdle. Dillard simply does this one way, Attlessey another. Their form differences are incidental to maintaining balance and momentum over the hurdles.

A fundamental of good form is the realization that hurdle clearance must be continuous and relaxed from start to finish. The action itself cannot be done in phases. When the trail leg, for instance, starts forward, it must not hitch or pause as the boy sails over the hurdle. It must come forward and out into the next step with continuous motion. Thinking in terms of the whole action can often prevent the jerky action so common in our novice hurdlers.

Still another basic fundamental is the "direct line" action of the arms, lead leg, and head. All action over and between the hurdles must be along a direct imaginary line from the start of the race to the finish.

The boy whose lead arm goes across his body off the "direct line," or who cuts down off the most direct line toward the finish can only lose balance, and thus valuable time. Of course, the same thing may be said of the boy who raises the left shoulder. (Continued on page 54)

ART BARNARD • 3rd Place, 1952 Olympics

NO. 1: Shows start of a modified double arm action (both arms forward in clearing hurdle). It also shows upper trunk coming forward so that hurdle is stepped rather than jumped. Notice right knee leading start of leg swing that will be forward and just slightly upward.

NO. 2: Barnard continues to bring upper trunk forward and down in preparation for lay-out on top of hurdle. Note low lead arm which is aiding in bringing trunk down on to thigh of lead leg. Lead knee bend is about right at this stage.

NO. 3: Illustrates the faulty locking of lead leg often seen in even very good hurdlers. It's usually caused by lead foot being swung too high just as it clears hurdle. The fault makes a relaxed rapid cut-down more difficult.

NO. 4: Note excellent use of lead arm (left) and fine forward lean as a result. Lead right leg is now properly flexed and trail leg is starting forward in continuous action that will go into stride off hurdle.

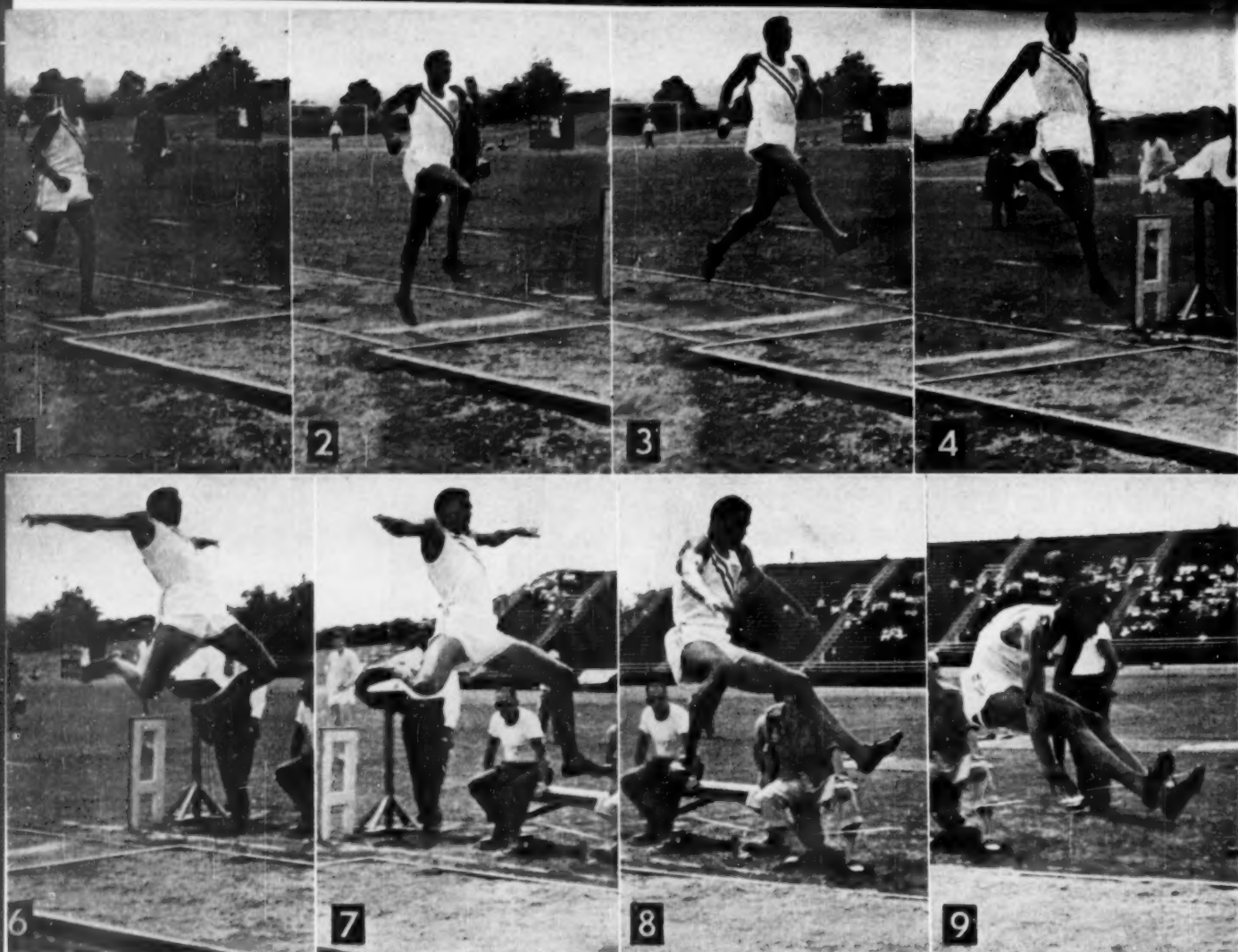
NO. 5: Barnard starting cut-down of lead leg and still maintaining fine upper body lean with trailing leg coming through flat. Note tenseness in Barnard's right arm. Action of this arm is one of his most serious faults.

NO. 6: Coming off hurdle with shoulders square and showing excellent balance. Note how toes of trailing foot are up as leg comes through.

NO. 7: Barnard showing excellent relaxation and position so necessary to maintain momentum. Trailing leg has continued to come forward in continuous action into next stride.

NO. 8: Illustrates a slightly high arm action, but shows Barnard going into sprinting action to next hurdle.

By **DON CANHAM**, Head Coach, University of Michigan



THE broad jump is a relatively simple event consisting of:

1. A run sufficiently long and accelerated to gain "maximum" yet relaxed momentum.

2. A jump up from the board that lifts the center of gravity as high as possible with little loss of forward momentum.

3. A forceful throw of the lead leg that aids the angle of take-off and, to a small extent, the forward drive.

4. A landing that fully extends the feet yet keeps the buttocks off the ground.

Like most "simple" events, however, perfection of form requires careful study and constant practice over many months and years.

THE RUN. Great broad jumpers have varied in the length of their run from 100' to about 140'. Jesse

Owens (26' 8 1/4", Ohio State, 1935), by great acceleration of the first third of his run, needed only 100', whereas Willie Steele (26' 6", San Diego State, 1948) ran over 140'. Most great jumpers have needed about 120'.

Questioning of both coaches and athletes as to the why of the length of their run invariably produces the same answer, "It seems best for me." Yet detailed discussion discloses that their run seems best simply because they've drilled on a length that someone said was correct, or because their home runway was short, and not because they had sound reasons for its selection.

How long then should a run be? One answer is "the shortest distance within which a man can achieve maximum speed and still be prepared for the jump for height at the toe-board." This sounds well, but unfortunately is false. Followed literally, it would mean that the broad jump run should be almost 200' long.

The latest research bearing on this problem is that by Franklin Henry,¹ who found that a sprinter trying for all-out acceleration, achieves top speed in about six seconds from the start or at from 150' to 175'. At 66', about 95% of peak velocity is achieved; at 120', 98%.

It seems clear then that: (1) maximum speed is never achieved in the broad jump by even the greatest jumpers, (2) if speed is essential to best distance, a run of well over 100' is necessary, and (3) a run of even 140' necessitates maximum, though relaxed, acceleration from the very first step throughout the entire run.

How should the run be made? It seems as though each coach and each textbook has a slightly different answer. Yet a few facts seem clear.

First, tension during the last three strides and take-off will outweigh in loss of height and distance what might be gained in greater velocity.

(Continued on page 42)

¹Henry, Franklin, "Research on Sprint Running," *The Athletic Journal*, February, 1952, Vol. 32, No. 6, pages 30-34.



GEORGE BROWN • 1953 National AAU Champion • 25' 10³/₄"

One gains three impressions from this series of George Brown, National AAU champion in 1953 with a leap of 25' 10³/₄" and NCAA titleholder in 1952 with 25' 11".

First, that of good height in the air (Nos. 5-8) despite no apparent special effort to jump off the board (Nos. 1-2).

Second, a simple action by each leg which makes no pronounced effort to drive the body forward but moves naturally to secure balance and to make an efficient landing (Nos. 4-10).

Third, a potentially fine landing (No. 9) which is lost in No. 10 by allowing the body to tip forward and the feet to drop much too soon.

One can thus assume that this isn't one of Brown's best jumps.

Note that the lead leg moves forward easily in Nos. 1-3, drops back as a natural result of the forward movement of the left leg and of the "hang" position (as it is sometimes called) in No. 5, and finally is swung forward again to an excellent landing position in No. 9.

Brown, very correctly, doesn't attempt to use this action to increase the forward momentum of the body.

The hurried dropping of the feet (Nos. 9-10) is apparently caused by the exaggerated forward tilt of the body and the lowered position of the head, arms, and hands in Nos. 8-10.

With the head up, the eyes focussed horizontally, and the hands above the knees until the last possible moment, the feet could have maintained the excellent position shown in No. 9 and thereby gained important inches.

Had Brown maintained the excellent position in No. 9, he would have been in danger of sitting down in the pit. This is best avoided by relaxing and flexing the knees and by throwing the head forward and down between the knees at the last possible instant.

The hands can be thrown quickly backward or can be thrown forcefully forward beyond the toes, as shown in Fig. 3 on page 42.

By KEN DOHERTY, Track Coach, U. of Pennsylvania

Broad Jumping Essentials

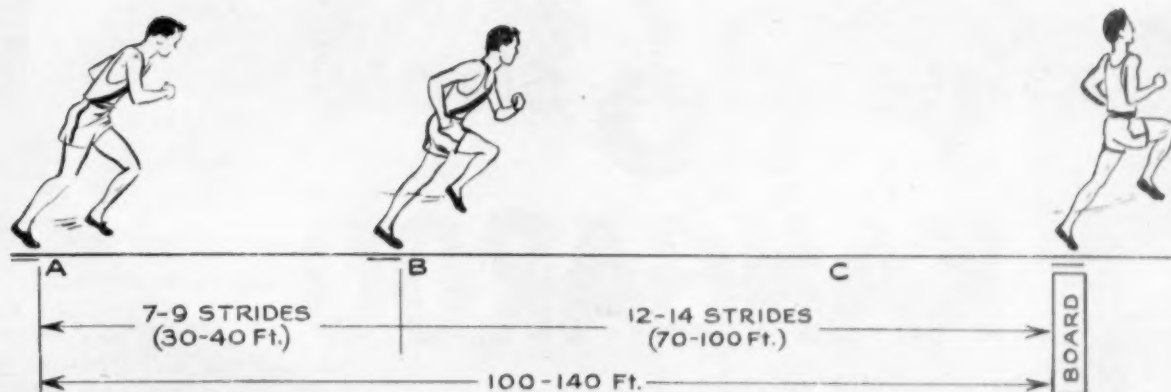


Fig. 1, the run; this is a smooth, unified sprint with no sudden changes in speed or emphasis.

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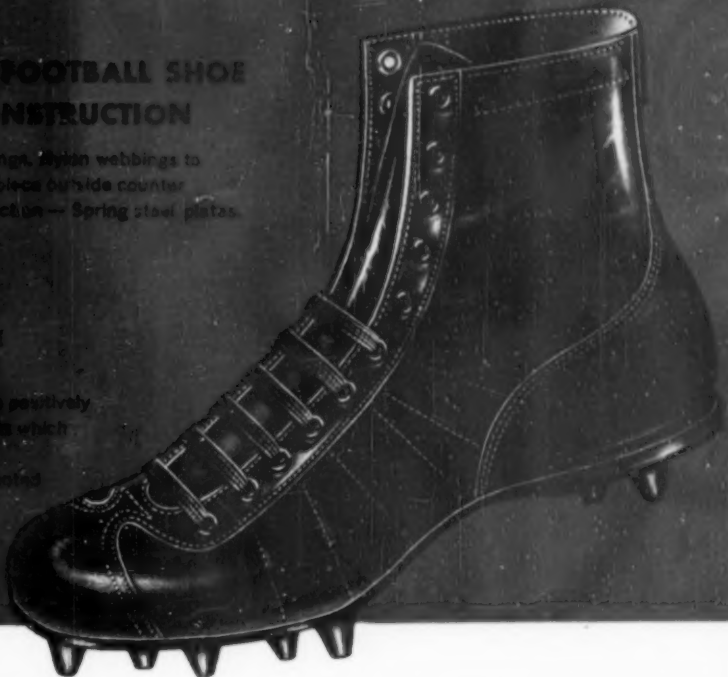
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Part 1 of the Allen Morris story;
developing his forehand and backhand

By JIM LEIGHTON, Jr.
Tennis Coach, Presbyterian College



MAKING of a CHAMPION

THE scene is Forest Hills. The occasion—opening day of the National Tennis Championships, 1953. A gruelling match has just been concluded on one of the clubhouse courts, and a large and enthusiastic crowd is surrounding the loser! Meanwhile the winner is leaving the court unnoticed. Why this unusual twist? Since when does everyone love a loser?

The winner was Mervyn Rose, Australia's No. 1 player, an experienced internationalist. The loser was Allen Morris of Presbyterian College, a comparative unknown participating in his first national championship in only his second year of serious competitive tennis.

In winning the first two sets of this match, 10-8, 9-7, Morris had exhibited distinct signs of future greatness. The sportswriters spoke glowingly of him in the next day's papers. One of them, Al Laney, of the New York *Herald Tribune*, wrote: "... he has a big serve and an accurate one. He is also a good volleyer and his grand ground strokes, not yet as good as they will be, are properly made. The back-ground especially, shows that a great deal of intelligent work has been done on it. ..."

This is the story of that background from the fall of 1951 when Morris entered Presbyterian to the present day. Before entering Presbyterian, Morris' tennis playing had been sporadic. He had played some as a youngster, managing to win the Southern Juniors in 1949. But he had then given up the game for football at Georgia Tech. He hadn't played at all during the two-year period prior to his matriculation at Presbyterian.

Morris' biggest problem was this: He and steadiness were strangers. What's more, they weren't destined to become acquainted for some time. This was due to Allen's desire to "kill" every ball that came over as well as to poor stroke production in all departments of the game.

His lack of experience in the Boys' and Juniors' was another serious drawback, as was the fact that he was starting instruction late in tennis life. At 19, he should have been a veteran.

We faced the same basic problem on the two ground strokes and the serve. Through the hitting area, Morris maintained the minimum racket contact with the ball, and the difficulty of attaining sound action here was heightened by bad habits grooved over years of play.

We had so many technical changes to make that I decided to work on one thing at a time. We followed this pattern throughout all the instruction. There was a further reason for this

approach. Working on all departments at the same time would have thrown him off completely and might possibly have caused him to lose confidence in my instruction. It is necessary to have the complete confidence of your pupil at all times.

We tackled the backhand first because it was the easiest job. I wanted him to see progress as soon as possible. Morris had bad habits to break down on this side before we could build up the stroke. He took too short a backswing, using too much wrist and forearm. He hit from outside the intended line of flight toward the inside, slicing every ball. He rarely got his weight into the shot and hit the ball on too flat a trajectory. And, of course, he was hitting too hard. My constant cry was "take it easy; don't hit the ball so hard."

(It should be noted here that we spent many hours together, analyzing pictures of Don Budge's backhand. The U.S.L.T.A. has a fine film that can be used for this, and you will find it most helpful in your instruction.)

The first thing we aimed for was a longer backswing; that is, the swinging of the racket back from the shoulder so that the elbow would end about mid-waist. The racket from this point would then start to swing into the ball in contrast to the elbow-lead that was very noticeable on his old shot.

I asked him to take the racket straight back in doing this, since this is the simplest way. In addition, we worked on turning the shoulders more with the back swing. This turning of the shoulders made the backward swinging of the arm easier, of course.

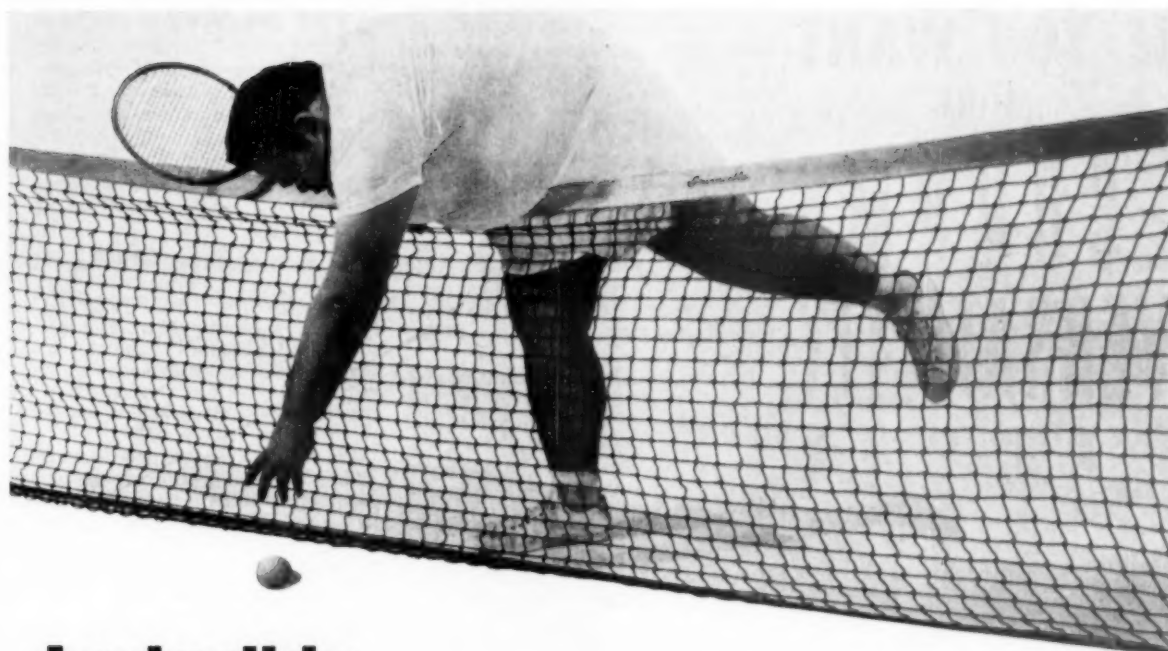
At this time, we also corrected his inclination to hit from above the ball down into it (causing his sliced shot), to hitting from below the ball up through it. This gradually changed the underspin to topspin.

Once he absorbed these points, I added the concept of swinging the racket from inside out—that is, from inside the intended line of flight toward the outside. Or, expressed another way, a swing in which the elbow would go from relatively close to the body to relatively further away. This latter point particularly would lengthen the hitting area.

The idea of the swing was difficult for Morris because he was a tense player. When he tried to relax and swing the racket head, he couldn't control his shots. However, this "easy" way of playing the game was one of my goals for him, and I insisted on it throughout the instruction.

We worked on these four points—the backswing, hitting from inside out, hitting up into the ball, and the swinging of the racket—and when we couldn't improve one we left it temporarily and worked on another.

The problem here was this: Morris had a definite set of muscular patterns to which he continuously re-



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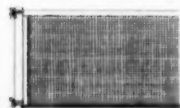
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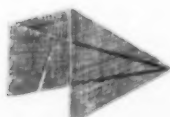


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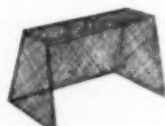
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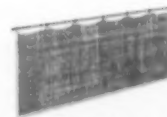
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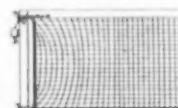
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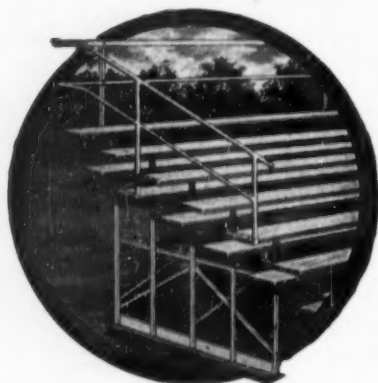
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turned, and some days it was futile to try to get the muscles to react in the new way. (Besides being technically sound as an instructional device, this change of approach provides a psychological boost.)

Slowly Allen's old habits were broken down and replaced by the new ones. Since my concept of the backhand is that of a lift shot, I introduced this idea to Morris and we worked on lifting the ball into court through a slight upward swing of the racket. Later we worked on hitting the ball with the knees bent and straightening them up as he went through the shot to get the lifting effect.

Firming up the wrist and getting the weight into the shot by leading in with the right shoulder ended the work on the backhand for this period.

Morris launched his competitive career in the summer of 1952 when he played the Southern circuit. All that work on his backhand paid off, for it was by far his outstanding shot. He started slowly, but by the end of the summer he was able to hold his own with the top Southern players.

In the fall of 1952, we worked on the backhand only when Morris or I became dissatisfied with some particular point. His most frequent complaint was that he sometimes felt as though he were pushing the racket through the hitting area. Whenever this came up, I suggested more turning of the shoulders and more inside-out swing. I also had him work on the feeling that he was hitting around the ball.

These three points gave him more contact in the hitting area without the pushing feeling. We also worked on footwork from time to time, using slide steps along the baseline to get him into position for the shot.

Morris' play during his first collegiate season was spotty, but he went through undefeated, his best win being over Alfredo Millet, Rollins College's No. 1 man, a Mexican Davis Cup player.

When Morris graduated to the Eastern Grass Court circuit the summer of 1953, Allison Danzig of the New York Times had this to say of his backhand after the Spring Lake, N. J., tournament. "... to see him come over the ball on his backhand and follow through is to behold the acme of classical form ... Morris has an all-purpose backhand ..."

This covers the important parts of the backhand instruction over the two-year period up to his match with Rose. Now let's take the forehand through the same two years of instruction.

On the forehand side, Morris had the peculiar faculty of hitting the fence and the net on alternating shots. Stroke production here left much to be desired. He used his wrist poorly. He was too stiff-armed. His shoulders, too, were stiff and uncoordinated with the racket swing. He swung from outside the line of flight toward the in-

THIS is the second of a series of articles by Jim Leighton, Jr., the gifted tennis coach of Presbyterian College (Clinton, S. C.). In this article and another to follow, Jim will tell exactly how he shaped the game of his star protege, Allen Morris, one of America's most brilliant Davis Cup prospects.

side. He used very little pivot and his footwork was poor. He hit all his forehands stiff-kneed and his right shoulder dipped downward to give a golfing appearance to his stroke. He hit every forehand with his weight going backward instead of forward.

There was, in short, no sound action whatever in the hitting area. You can readily see why it seemed best not to tackle all that and the backhand at the same time. We did, however, approach one problem on the forehand without going into too much detail at that time.

Morris' down-the-line shot was particularly inconsistent. Much of the difficulty here was caused by the wrist, though he missed high balls because he hit too late and low balls because he did not get down to them.

In most good forehands, there's a feeling of going around the ball whether hitting cross-court or down the line. Because Morris led the racket in with the wrist too much, he could never get this feeling. The racket head should be even with the wrist or just ahead of it when the ball is hit.

Morris couldn't attain this effect because his racket was always behind the wrist when he contacted the ball. It was as though he forgot that he had an extension in his hand—the racket—and tried to hit the ball only with his wrist.

We worked on the racket swinging in as an integral part of the arm—a one-unit swing, you might call it—but it was a deeply grooved fault and we could only improve the down-the-line shot by having him hit high balls earlier and bending to the low ones.

In addition to the down-the-line shot during this first period of work on the forehand, we broke Morris' habit of hitting every ball with his weight on his rear foot. In a good forehand, the weight shift should precede the swing somewhat.

With the down-the-line shot slightly improved and a better weight shift on the way, I was satisfied that we had accomplished as much as we could on the forehand during the first fall session. This stroke, however, was a detriment to his play during his first summer of serious competition, so that when he returned to Presbyterian in the fall of 1952 we went to work on the stroke in earnest.

We analyzed movies of his forehand very carefully and both of us knew the changes we wanted and the type
(Concluded on page 44)

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Check List for Large Meets

ORGANIZING and producing a track meet for over 40 schools and 700 athletes is a job requiring top administrative ability and a super-remarkable memory—plus a detailed check list.

A check list, complete to the most minor detail, can mean the difference between success and failure . . . between pride and embarrassment . . . between meeting the time schedule and running well into dusk and darkness.

The following check list has been developed over a period of four years to facilitate the management of the annual sectional meet held in Johnstown, N. Y. Though designed for a particular situation, it can easily be adapted to nearly any high school meet.

BEFORE DAY OF MEET

I. Select officials:

- Meet director
- Referee
- Starter
- Clerk of course
- Asst. clerk of course
- Announcer
- Head finish judge
- 7 asst. finish judges (pick six places, two on first)
- Head timer
- 6 asst. timers (time four places, three on first)
- Head field judge
- High jump judge
- Broad jump judge
- 2 Pole vault judges (start in A.M., two shifts)
- Shot put judge
- 2 Discus judges (start in A.M., two shifts)
- 4 Inspectors
- Hurdle chief
- Marshal
- 3 Asst. marshals
- Surveyor (check lanes, etc.)
- Physician
- Nurse
- Press steward
- 5 Scorers (five classes of schools)

II. Select student aides:

- 5 Awards queens
- Chaperone
- 1 Runner for meet director
- 1 Runner for referee
- 6 Runners for clerk of course (start to finish line)
- 2 Runners for announcer
- 1 Runner for head field judge
- 1 Tamper for holes

By **MILTON E. ZOELLNER**

Track Coach, Johnstown (N. Y.) H. S.

- 1 Raker for holes
- 2 Badge dispensers
- 2 Equipment managers
- 3 Helpers at high jump
- 8 Helpers at broad jump (two shifts)
- 3 Helpers at pole vault
- 4 Helpers at shot put
- 5 Helpers at discus
- 8 Hurdles crewmen
- 5 Guides for visiting teams
- 5 Program distributors
- 2 Finish line holders

III. Track:

- Roll track
- Check surface
- Line track (afternoon before meet)
- Cut sod curbing

IV. Shot Put:

- Paint toe board
- Line circle
- Line two practice circles

V. Discus:

- Spot ring
- Line sector
- Line 100', 110', 120', 130' arcs
- Line practice circle

VI. High Jump:

- Roll approach area
- Fill pit with sawdust

VII. Pole Vault:

- Roll approach lane
- Fill pit with sawdust five feet high

VIII. Broad Jump:

- Spade and level sand
- Paint take-off board
- Roll approach lane

IX. Cut grass on all surrounding areas

X. Tents:

- Tent for scorers
- Tent for awards and awards queens

XI. Erect announcer's stand

XII. Prepare first aid room

XIII. Spot dressing room locations

XIV. Set in pipe inserts for high jump and pole vault markers

XV. Chart parking spaces for busses

XVI. Check and repair hurdles

XVII. Equipment Check:

- Extra gun for starter
- 5 Boxes shells
- 2 Whistles

- 7 Stop watches (synchronized by jeweler)
- 15 pills and container
- Order competitors' numbers
- Order pins (runners, officials, and aides)
- Pencils for judges, timers, and scorers
- Prepare master scoring cards
- Order event cards
- Order trophies
- Order ribbons (or medals)
- 4 Extra batons
- 10 Extra hurdles
- 150' Tape for discus
- 100' Tape for shot put
- 3 50' Tapes for broad jump, high jump, pole vault
- 30 discus markers
- 4 cross bars (metal)
- 4 rakes (holes, broad jump, high jump, pole vault)
- Broom for broad jump take-off board
- Notched stick for setting pole vault bar
- High jump and pole vault markers (show height of bar)
- Ball of yarn for finish line
- 2 Red flags for inspectors
- Signs for dressing quarters
- Badges for officials and student aides
- 6 Rule books
- Tamp for holes
- Step ladder for measuring winning jump (pole vault)
- Scales for measuring shot and discus
- Paint and brush for marking shot and discus
- 5 Tables and chairs for scorers
- 5 Stands and chairs for awards queens
- Step-stands for judges and timers
- XVIII. Orient student aides
- XIX. Assign badges to student aides
- XX. Type program stencil
- XXI. Mimeograph programs
- XXII. Send out entry blanks
- XXIII. Fill out entry cards
- XXIV. Publicity
- Entries
- History
- Records
- Time of starting
- Returning champions
- Feature articles
- Program of events
- Local personnel

(Concluded on page 57)

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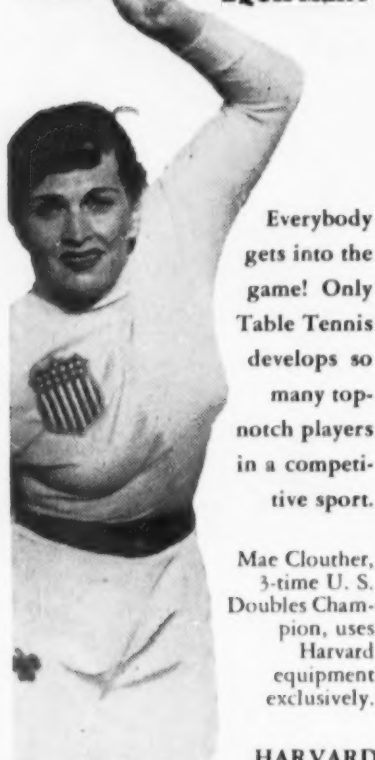


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SCHOOL BASEBALL, 1954

Edited by H. V. PORTER
Secretary, National Federation

SEVERAL significant developments for the 1954 high school baseball season deserve every coach's closest attention:

Professional baseball has adopted the try-out regulation as recommended by the National Federation. Several changes have been made in the rules. The new picture, *Modern Baseball*, is meeting with a high degree of approval and will be widely distributed. The Joint Committee program has been approved for the new year.

Let's examine each of these developments more closely.

CONTRACT AGREEMENT

The Baseball Contract Agreement which was in effect last year has been unanimously approved for another year. No high school boy will be offered a contract until after graduation or after permanent loss of eligibility for reasons as outlined.

The try-out provision of the agreement has been modified in accordance with the proposal adopted at last summer's National Federation meeting. This provides that no high school boy will be permitted to enter a professional try-out during the school year unless such entry has been approved in advance by his high school principal.

The only exception will be in the rare case where the high school principal is an agent of a professional baseball club. In that case, other machinery will be devised for that school system.

In the few states in which entry in a try-out during weekends of the school year would be in violation of the state association regulation, attempts will be made through friendly conference to avoid conflicts. In such states, if no common grounds for agreement can be found, it will be necessary for the principal to decide whether the best interests of the boy will be served by the try-out or by continued eligibility.

For try-outs held during the summer months, no contract overtures will be made and nothing in the way of expenses which might be contrary to high school regulations will be offered. While it is not probable that summer try-outs will cause any conflict with eligibility regulations, a study will be made of the present status. At a recent meeting of the California Federation, the prohibition against summer try-outs under the stated conditions was removed from the by-laws.

Several significant rules revisions were authorized at the last meeting

of the National Federation Baseball Committee. One purpose of the revisions was to keep the major rules in harmony with those of the professional game. The revisions include provisions about the balk penalty, the sacrifice fly, and interference by a spectator.

The balk penalty may now be declined. In the National Federation Code, the declined penalty rule which had applied to catcher interference and to an illegal pitch is now extended to include a balk. Under these circumstances, one comparatively simple statement will cover all three of these related acts. It will provide that for any one of these acts, if the batter reaches first base safely (regardless of whether he gets there by hit, 4th ball, missed 3rd strike or by being hit by a pitch), and if each runner advances a minimum of one base, the penalty for the catcher interference or the illegal pitch or the balk will be automatically declined and the play will stand.

For the professional game, the changed rule is more complicated. The three listed acts will have three slightly different covering rules. For the balk, the manager will be asked to make a choice as to whether to take the penalty or decline it.

The new sacrifice fly rule provides that if a fair fly is caught or if it would have been caught if fielded properly and if a run scores, it will be considered a sacrifice. Heretofore, only a bunt could result in a sacrifice.

With one slight difference, the Federation rule will be the same as the professional rule. By the professional rule, if a runner scores from 1st or 2nd after a caught fly, it will be left to the judgment of the scorer whether the score was due to imperfect fielding. By the Federation Code, this judgment will be removed since the rule will provide that one of the conditions for a sacrifice fly is that there be a runner on 3rd at the time the fly is hit.

The third change concerns spectator interference. If a foul fly comes down near the wall of the stands so that a spectator prevents the fielder from making a catch, the batter will be out if the ball, at the time of the interference, is outside such wall. He will not be out because of interference if the ball is over the stands, even though he might be put out by a catch of the ball which is over the stands.

(Concluded on page 34)

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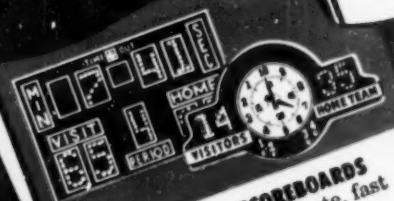
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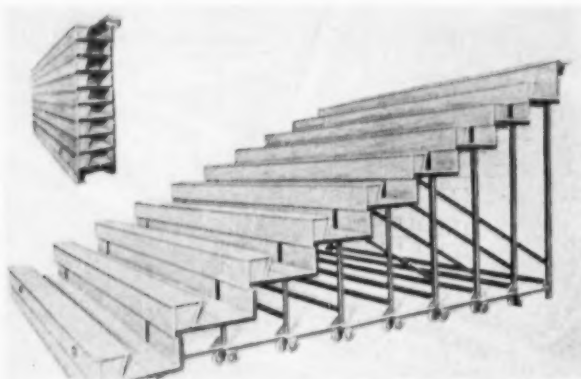


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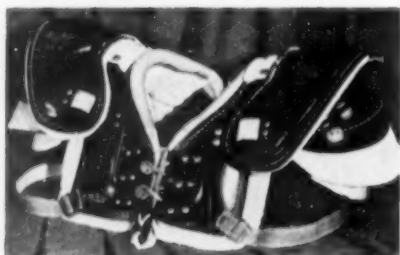
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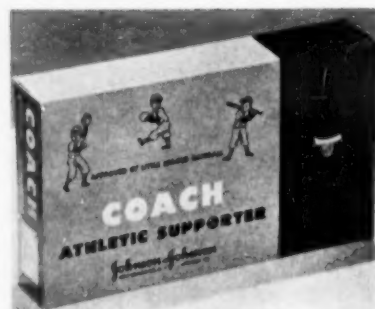
• **ROLL-OUT BLEACHERS**, by Hussey Mfg. Co., roll in and out like a ball and feature a fully enclosed deck which prevents collection of waste under stands, saves cleaning time, etc. Easily operated by one person. Available with electric controls which unroll and fold bleachers.

• **WHIRLPOOL BATH**. Strong, sturdy, low-priced Vibra-Whirl features a large, permanent motor which circulates 60,000 gal. of water per hour! Is 40" long, 21" wide, 30" deep, allowing enough room for body to be placed in any position. Size and power of device increases both range and intensity of massaging action. Made of electrically welded steel protected with zinc chromate and finished in asphalt-base. Deluxe model is constructed of stainless steel.



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Trying Out the Little and Bigger Leaguers

By CHRIS G. CHACHIS

Athletic Dir., Orange County Community College, Middletown, N. Y.

LAST summer I had the privilege of serving on a panel at New York University Graduate Camp, Sloatsburgh, N. Y. The topic of this panel was "The Little League."

The two people responsible for its organization were Dr. Roscoe Brown of N.Y.U.'s School of Education and Jack George, State Director of Physical Education for New Hampshire. The moderator was none other than Dr. Jay B. Nash, one of our most distinguished physical education administrators.

One might say, "What's so unusual about such a panel?" My answer would be that it constituted a brief both for reconsideration of Little League and Little Bigger League in the nation's recreation programs and for the future role of physical ed and recreation leaders in this rapidly growing activity.

It's extremely important to mention that the discussion was attended by a cross-section of the country's outstanding men and women in the profession. To my surprise, many of them didn't even know the difference between Little League and Little Bigger League—the former consists of boys ranging from 8 to 12 years of age, and the latter of boys from 13 to 15 years.

Many logical arguments were raised both for and against these leagues. Personally, I agreed with both sides. I agree that some boys haven't the emotional balance to withstand such setbacks as failing to make the team or experiencing defeat after an over-emphasized "build-up." It's also conceivable that some are rushed into "big-time" athletic experiences, so that no higher attainment is possible in later life.

Be that as it may, the fact remains that Little League and Little Bigger League are growing by leaps and bounds. Many recreation people are

critical — and envious — of this growth. Yet I wonder if the failure of the community recreation program may not be one of the main reasons for the progress of these leagues?

The argument is raised again and again that if the local business people are willing to donate funds for the operation of Little League, they can be induced to contribute the same funds for a better recreation program.

Again we must face facts. They simply refuse to do so. Consequently, since (1) we cannot force them to underwrite a community recreation program; since (2) they are willing to sponsor Little League or Little Bigger League teams; and since (3) these leagues do provide active participation for large numbers of growing boys, we should not criticize the program but encourage it — provided it is well-organized and confined in scope, such as local community or perhaps county tournament, no broader.

I believe that any athletic activity which gains wide popularity and which provides opportunity for participation to thousands must definitely have some value which we as physical educators should not overlook.

We can make an excellent contribution to such programs by joining forces with the non-professional

leaders and helping them direct the activity with the proper health, physical education, and recreation objectives in mind.

These non-professional leaders are sincere people who need our help. Many of them have asked for it. But while a few of us have complied, too many of us have refused even to recognize their existence.

It seems to me that we have three distinct types of physical educators: (1) the theorists, (2) the practical, and (3) a combination of both.

The theorists are those who tell us how to run a program under ideal conditions. They're the philosophers who've never tried to practice what they preach.

The practical people resent the theorists and operate according to their facilities and demands, never going any farther. A few of these leaders become stereotyped after a while.

The third type of leader combines theory and practice. An imaginative educator, he never stagnates. And it's this particular type that can properly channel new ideas and produce not only valuable results but considerable prestige for our profession.

With this thought in mind, I would say that every physical education and recreation leader has a definite job to do in his or her community regarding such activities as Little League or Little Bigger League.

We do not necessarily have to go to the local park and move bleachers with the parents or coach their children. But we can and should serve at least as consultants in the organization and administration of their program. We should help them interpret rules, regulations, and policies; and most important of all, we should help them administer the best scientific try-out methods known in our field.

In this vital respect, you might be interested in what the physical education department of Orange County Community College did for the Middletown (N.Y.) Little League and Little Bigger League.

LITTLE LEAGUE AVERAGE SCORES IN TRY-OUT TESTS

Based on performances of first 100 boys in each age level taking tests at Middletown and Port Jervis (N. Y.) in 1952 and 1953.

Activity	8-yr.	9-yr.	10-yr.	11-yr.	12-yr.
50-yard dash	8.46s.	7.55s.	7.73s.	7.7s.	7.12s.
Baseball throw, distance	92'	93.2'	106.5'	107.6'	128.2'
Baseball throw, accuracy	29	25.5	34.9	42.4	43.9
Batting	7.1	6.9	7.9	7.8	8.3
Catching	6.3	7.0	6.8	8.5	8.5

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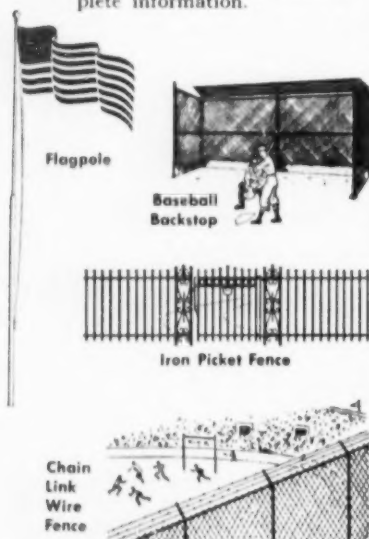
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LITTLE BIGGER LEAGUE AVERAGE TEST SCORES

Activity	13-yr.	14-yr.	15-yr.
100-yard dash	15.1s.	14.31s.	13.55s.
Baseball throw, distance	149.8'	165.5'	187.6'
Baseball throw, accuracy	44.26	52.35	55.
Batting	8.63	8.7	8.75
Catching	8.45	8.61	8.86

The original try-out system was literally a hit-or-miss proposition. They'd pitch a ball to a youngster who would attempt to bat it. If he succeeded, he was assigned to the active Little League group. If he failed, he wasn't eligible for the season.

Under this system three years ago, 500 boys ranging from 8 to 12 years reported for try-outs. Out of these, only 72 boys were selected. This was the largest group that could be accommodated on the basis of funds and facilities.

These so-called try-outs made no allowances so far as age level was concerned. In fact, the entire system of classification caused too many disappointments—not only for the youngsters but for the parents. Many fathers and mothers wanted to know why their boys didn't make the team, and no specific answer could be given.

This horse-and- buggy type of system no longer exists—thanks to our physical education department. Two years ago we installed a scientific system predicated on sound physical education principles, and the results have been excellent.

No longer do any of the parents inquire about their boy not having made the team. How can they when a full explanation of the test is given out in advance through the local newspaper and radio! At the end of the try-outs, we're in position to point out *objectively* how each boy performed in relation to the rest of his own age group.

Following is a brief resume of this system, as applied at Middletown the week of May 20-25, 1952 and April 27-May 3, 1953, as well as at Port Jervis, N. Y., on May 20-23, 1953.

1. I appointed ten athletes from the Orange County Community College Varsity Club as assistants.

2. These ten men together with the local Little League committee acted as judges, scorers, etc., assisting me in the organization and administration of the testing process.

3. All statistical figures were turned in to me for tabulation and proper interpretation with the technical assistance of the head of our Mathematics department.

4. Each boy was rated according to his performance of the five basic baseball skills.

5. The entire group was tested in the following five events:

- 50-yards dash.
- Baseball throw for distance—ten trials.
- Baseball throw for accuracy—ten trials.
- Batting—ten trials—judge form and execution.
- Catching—ten trials—judge form and execution.

6. This is a prognostic type of athletic ability test. Each boy was classified according to his final score and rank in his own age level. In other words, the degree of difficulty increased as the age of the boy increased.

7. Each activity was scored on a basis of ten points.

8. A point scale for each age level was established for the 50-yards dash time and for the baseball throw for distance.

9. After each activity was recorded in points, the total of points was multiplied by two and divided by ten. The result was the final total score for each boy according to his age level.

10. The final selection of the boys, therefore, was based on the final rankings in each age level, as the official Little League rules require each team to have a representation of all ages between 8 and 12.

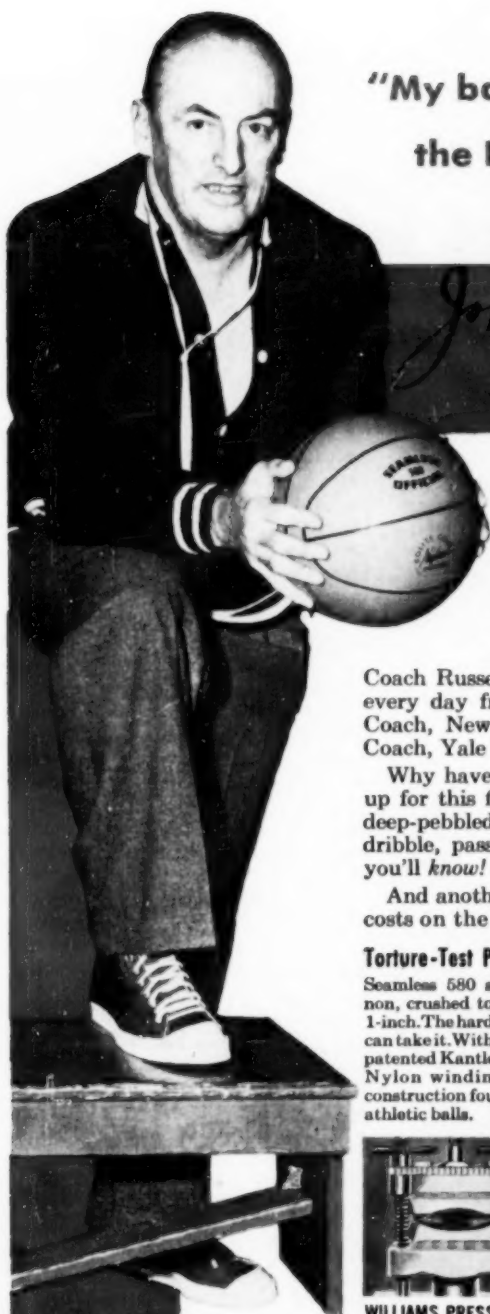
Though this is the best type of test now in existence, I'm perfectly aware that it isn't perfect. For one thing, we need a mechanical thrower to more accurately gauge the batting and catching.

All our pitching (in the batting test) is done by experienced adults throwing underhand with an attempt to deliver the ball easily in the same batting area.

The throwing (in the catching test) is also done by adult baseball players who deliver five grounders and five fly balls without too much force behind the ball.

All testing equipment used is standard; namely, official Little League balls and bats. The target is made of heavy white canvas 8'4" x 7'4". The bull's-eye radius is 6", with

(Concluded on page 48)



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John Honey Russell

Coach at Seton Hall University,
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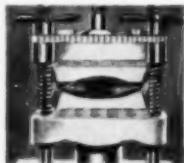
Coach Russell's reaction is the kind that comes to us every day from basketball people like Joe Lapchick, Coach, New York Knickerbockers; Howard Hobson, Coach, Yale U; George Mikan, Minneapolis Lakers.

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Wise coaches will develop a good public
speaking style very early in coaching life

"Unaccustomed as I am..."

By DOUGLAS and SETH FESSENDEN

PUBLIC speaking has become an essential part of the coach's job.

In fact, some coaches, particularly football men, must do almost as much speechifying as coaching—their talks ranging from full-dress speeches before civic or professional gatherings to informal chats with special interest groups.

Almost any program chairman who can announce "a talk by Coach Doake" is pretty sure to have a good turn-out.

Until he's actually tried it, the coach may have no idea of how effective a speaker he is. He may find that he's very good in front of an audience or that, despite his lucidity on the gridiron or basketball court, he stutters and stammers upon a speaker's platform.

Since good public relations is an integral part of modern coaching, it's of the utmost importance to be well-received. And the wise coach will develop an effective speaking style very early in coaching life.

Actually, public speaking isn't as difficult as it sometimes appears. A critical self-analysis is half the battle, and diligent practice will do the rest. Here are three fundamental tenets to consider first:

1. Platform speaking is a group activity.

2. The effective talk organizes the thinking of the listeners.

3. Physical appearance and vocal style are vital factors in the transmission of ideas.

The speaker's task involves considerably more than mere verbal output. He must somehow "get over" to the audience, and in a manner that will generate warmth and interest.

The soundest of speeches may die in mid-air, where the speaker dissociates himself from the audience. The speaker should consider himself as part of the whole, not apart from the whole. A speech is really nothing more or less than a sincere conversation with another person,

excepting that the "person" is a crowd.

Good speeches are carefully prepared. Lincoln is said to have written the Gettysburg Address on the back of an envelope while en route. But such masters of the art as Stevenson and Churchill sweat bullets in preparing a talk. Certain principles will help the beginner:

1. *Try to identify yourself with the audience.* Consider the people who will be there, their interests, ages and knowledge. What do you want to accomplish with them? Remember, the more you seem to understand your listeners the more they'll consider you one of them and the more influence you can exert.

2. *Try to make your comments relevant to the common interests of the audience.* Almost every gathering of people is an evidence of mutual goals. In their own fashion, civic clubs, pep rallies, and Downtown Quarterback clubs are groups with reasonably common purposes. Decide what these are and talk in terms of them if you want to be well-received.

3. *If you want to change attitudes, don't do it with a head-on clash.* A good approach will warm up an audience and lower their resistance to your arguments. Where you try to harangue them into a change of

attitude on some issue, you might very well increase their resistance and build up additional tension. Approach your goal by first removing any objections to the changes you have in mind. In other words, set up your play before you run it.

4. *People don't always hear the same thing.* It's a great fallacy to assume that an audience always understands what you've said. Some people with poor attentive ability keep tuning the speaker in and out, so that they digest only portions of the speech. Also, certain words may have varied meanings to them. What, for example, does a "winning team" mean? What do you mean by "character?" What constitutes a "good crowd?" How do you give the boys "real backing?" Be careful to explain your terminology, and even then expect a varied interpretation of your comments.

The organization and development of a talk is probably the most important single element in its success. The speaker should make the audience feel they have a real part in the presentation.

A good guide never reaches the top of the mountain first, and he seeks to inspire confidence in his knowledge and to set an appropriate pace. A good speaker employs the same techniques. He never beats his audience to the climax, and he makes sure that he and his audience know where they're going and that they respect his knowledge of the area. Meanwhile, he watches their reactions to be sure his pace doesn't exceed theirs.

As a rule, your planning should include careful outlining. But do NOT write the speech out completely and then either read or memorize it. Concentrate on getting the main points and the pattern of organization well in mind. For, while your talk will need to have shape and body, bones and flesh, it must at the same time remain flexible.

In organizing your talk:

THE Fessenden brothers are certainly qualified to expound the intricacies of public speaking to coaches. Doug, a former big-time football coach, is currently chairman of the Division of Health, Physical Education and Recreation at San Francisco State College, while Seth is not only a Professor of Communications at Denver University but the author of several books on the teaching of speech.



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1. Write a single declarative sentence containing the specific idea you want to present.

Be sure it's explicit and doesn't cover more ground than your time limit will permit. This sentence should set forth your subject and your attitude toward it. It shouldn't be a mere statement of fact. For example, consider such a topic as "basketball." A thesis sentence on such a topic might be, "Basketball can play an important role in education," or "Basketball is the most widely used intramural game," or "Watching basketball is more fun when you know the rules." The number of these approaches is almost limitless, but note that each is made in a complete, definite statement.

2. The next thing to do is plan a method of explaining and clarifying the basic statement.

After you're satisfied with the statement of the idea, ask yourself, "How?" or "In what way?" or "To what extent?" or "Why?" or any similar question which might arise in the mind of a listener. Answer this question with as many statements beginning with "by" or "because" as seem desirable. You may then need to gather further information to support these answers. Your listeners will expect you to be specific. Be prepared to offer illustrations and examples.

3. Next, determine the manner in which these ideas are to be grouped.

Some of the more common methods are time-order, space-order, topical-order, logical-order, problem-solution order. The principal ideas, arguments or answers, and examples devised in the above step need to be given some form, and one of these suggested will usually suit the purpose.

4. No one definite plan can be used for all situations, but the speech almost always will have an introduction, body or discussion, and a conclusion.

The introduction should accomplish three things, each of which develops according to the situation. It should help establish a desirable rapport between you and your audience; it should arouse interest in the subject by showing how it applies to the needs and interests of your audience; and it should set forth and clarify the basic idea which is to be developed.

The discussion should also do three things. It should deal with the phases of the subject that the introduction indicated it would; it should develop each of these phases with details that are specific, moving, and within the experiences of the listeners; and it should use tran-

sitional means to show the relationships and the sequences of ideas.

The conclusion should round out the entire presentation through a summary or application and it should leave the audience with a feeling of satisfaction. Never apologize or thank your audience for listening. You have provided them with ideas. Clinch the talk with a specific stand.

The delivery of the talk is important not only because it transmits your ideas to the listeners but also because they react to mannerisms just about as readily as they do to ideas.

One of the vital elements in speech is the attitude of the speaker. If he's bored, his listeners will tend to be bored; if he's animated, his listeners will tend to reflect his spirit. The speaker should be interested in his topic and his audience; his desire should be to help his audience understand and appreciate his point of view.

TALK TO AUDIENCE

He should not look over their heads or merely in their direction. He should see them as people, talk with them as people, and note their reactions. Upon finishing, he should be able to point out those in the audience who listened most closely, who seemed to understand his comments most readily, who seemed bored or uninterested. He should also know which of his ideas were most readily accepted, which caused doubt or concern, those which puzzled.

The speaker should analyze his audience before he speaks and evaluate his analysis during his speech. The speech is not a presentation or a performance. It's part of a communication situation, and it is the speaker's responsibility to judge his success in communicating his ideas and attitudes.

In addition to the directness of eye-contact, the speaker should attempt to improve his poise, posture, gesture, dress, and other physical characteristics. Very often we're influenced as much by what we SEE in the speech situation. Many people seem to be predominantly visual-minded.

Flexibility is desirable. The speaker should seek a variety of ways to express ideas and attitudes through bodily action, facial expression, and gestures. Alertness and interest are often best indicated by the way you stand and talk.

Following are some important do's and don'ts guaranteed to aid all public speakers:

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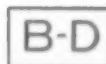
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1. *Have something to talk about.* Outline it, but don't try to memorize. Some of your best stuff will develop after you start talking. However, don't go in cold.
2. *Talk to your audience's interests.* The more you know of your group beforehand, the better you can plan your talk.
3. *Don't talk down* and don't use a lot of technical terminology. Say things in such a way that your audience will understand and appreciate it.
4. *Tell them the truth.* You don't have to claim the makings of a state champion, but at the same time don't ridiculously misrepresent the facts and thus stamp yourself as a man whose public statements are not to be taken seriously. The coach with the courage to put it "on the line" will always be believed when he really needs to be believed.
5. *Be natural.* Most non-professional speakers who attempt to imitate senators merely succeed in becoming ridiculous. The best speaking is most conversational in style.
6. *Don't be a coin juggler or a*

tiptoe rocker. It often annoys the listener and at best distracts his attention. Keep the hands out of your pockets and your heels on the floor.

7. *Praise your opponent.* If you can't find something worthwhile to say about him, leave him out of your talk. Hate-doctrines have no place in interscholastic athletics.

8. *Don't alibi.* It's no go anyway. If you really need an alibi, let someone else make it for you.

9. *Don't tell hand-me-down jokes,* and under no circumstances smutty stories. Unless you're a Herman Hickman or a Fritz Crisler, the chances are that the laugh you get won't add much to your lustre as a speaker; and, besides, most of the crowd have heard it anyway. Use actual stories about your boys to keep the interest going.

10. *Give your boys a build-up.* If you have an incident to relate, be sure it reflects credit on the player. The parents, and most of the fans, will never quite forgive you for humiliating a boy in public—to say nothing of how the boy feels about it.

Schoolboy Baseball, 1954

(Continued from page 22)

Two new pictures will be widely used during 1954. One is the new film *Modern Baseball*, which is meeting with a high degree of approval by all who have seen it. This is one of the series produced by the Official Sports Film Service and co-sponsored by Wilson-Wheaties. The other picture is *World Series of 1953*. The latter film (co-sponsored by Spalding-Hillerich & Bradsby) is a part of the Joint Baseball Project and nearly all state associations have at least one print for use at baseball meetings and similar occasions.

BASEBALL PROJECT

The Baseball Project as sponsored by the Joint Baseball Committee has been approved for 1954. This involves a publications program, clinic activity, and visual aids. During the past ten years, there has been a marked increase in interest in the high school program, even though the season in most states is comparatively short. More and more schools and their Associations are lending support to the summer program, even though this support is in the form of encouragement to other groups to continue baseball activity after school has closed in the spring.

EXPERIMENTATION

Several provisions of the rules are recommended for study and experi-

mentation. One of these is the section on batting out of turn. This is a rare occurrence and the complications which can arise are out of proportion with its importance. Under current rules the act is an appeal situation with all of the responsibility for discovery on the fielding team. By implication, the act is approved provided the batting team can "get away with it."

There are certain situations which have doubtful coverage. The 1954 rule book will contain a recommended modification to be used by mutual agreement. It is as follows:

Optional Rule About Batting Out of Order: To simplify the rule, the following principles are authorized by agreement. (1) Do not require an appeal and urge Scorers to immediately report any irregularity. (2) Increase penalty by declaring the missing batter out immediately if the wrong batter has accepted a pitch. (3) Consider a batter in proper order when he follows the player whose name precedes his in the line-up. (4) If the irregularity for a given batter is not discovered before there is a pitch to a following batter, ignore the infraction except as in item (5). (5) If there should be several batters out of turn before discovery, so that a player whose turn at bat comes while he is a runner, such runner shall be out, removed from the base and he forfeits his turn at bat.

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H. S. Football Rules Changes for 1954

Edited by H. V. PORTER

Secretary, National Federation Football Committee

SINCE the returns on the annual football questionnaire indicated extreme satisfaction with the National Federation code, the high school rules makers declined to make any major alterations at their annual meeting in Atlanta, Ga.

They contented themselves with incorporating a number of minor modifications, the more important of which follow:

1-3-1: Last paragraph will be revised to permit any team to use a properly constructed rubber-covered football on any down in which that team puts the ball in play, provided their choice is made at the start of the half. A properly constructed rubber-covered football is interpreted to mean a ball which has been properly tested and sanctioned through the customary testing and sanction machinery.

1-3-3 will be slightly revised to make it clear that the *yardage chain* outfit should be constructed in such a way that it is *10 yards from the middle of one stake to the middle of the other stake*, so that when a measurement is made the rear stake will be placed with the outside edge at the spot of the forward point of the ball when the series begins so that if any part of the front stake overlaps the ball at the time of measurement, it will result in the awarding of a new series.

1-5-3 will be revised to make it clear that the *smooth plastic face guard is legal*, and the item concerning shoe cleats will be slightly revised to permit use of a conical cleat which has a rounded end, provided the construction is such that the arc has a diameter of not less than 7/16 inch. Also, groups will be urged to make wider use of shoes which have the

cleats molded in the sole. This action followed reports that the traditional type of shoe cleat causes considerable tearing of equipment and injuries to hands and feet. It was pointed out that the molded type of cleat and a shorter conical cleat may be perfected to the point where it gives a sufficient amount of traction without the hazards produced by the use of the longer and sharper cleat. Many football officials have found that the molded rubber cleat is more comfortable and provides a sufficient amount of traction under nearly all conditions.

1-5-3-f: This item or a related play situation in the Case Book will mention *reddish tan jersey (ball color) and sleeves with white striping* similar to those on the ball, as being illegal equipment.

2-13-1: A slight revision will be made in the definition of a *short free-kick* for purposes of complete coverage. The present definition might imply that it is a short kick when it is beyond R's line when touched first by K.

3-3-3: The last sentence will be slightly revised to provide that *unsportsmanlike fouls by either the Offense or the Defense* at the end of the first half, may be penalized on the second half kick-off.

3-3-4: Item c will be omitted so that *no foul by the Offense* will permit the extension of a period.

3-5-1 will include a reference to 3-6-3 which gives the *Referee authority to start or stop the clock* to prevent obvious abuse of the timing rule. Also, Article 2 will be omitted so that if the clock has been stopped, it will always be started with the snap or the free-kick unless affected by the abuse clause in 3-6-3. The play under 3-5-4 is no longer needed under the simplified rule.

5-3-2: The last sentence of last para-

graph may be revised to provide for the *setting of the rear stake so its outside edge will mark the forward point of the ball*.

6-1-6 and 6-2-7 may be slightly revised to make it clear that if a kick is at rest in the Kicker's end zone with no player willing to touch it so that the Referee must kill it with the whistle, the resulting safety prevents the ball being awarded to R.

6-2-4: The second paragraph or a play ruling will make it clear that if *R commits a foul after first touching by K*, the first touching is ignored if penalty for the foul is accepted.

6-4-5: The Editorial Committee was authorized to determine whether it is desirable to give the *receivers the right to decline both the penalty and the awarded fair catch*.

7-1-2: The Committee authorized an interpretation which permits the *calling of a false start* in certain cases where A's charge into the neutral zone causes B to encroach.

7-2-4 will be expanded to prescribe that *after the ball is ready-for-play and before it is snapped*, each player of A must be momentarily in a position not more than about 15 yards from the spot of the snap before he may move to a wider position. This change is designed to prohibit questionable *hide-out plays* in which a player feigns an injury or for any other reason remains in a position at considerable distance from the ball in order to hide out from the opponent.

8-2-2: By an expansion of this article or by inclusion in a play ruling, it will be made clear that if a *backward pass or fumble by A is at rest in B's end zone* and is blown dead when all players refuse to touch it, it is a touchdown.

8-4-1-c will be studied to determine whether it is necessary to prescribe *when the ball becomes dead on an attempted field goal*. Also, it will be made clear that a field goal can be scored only at the opponent's goal.

9-1-Penalty: Penalty for any type of *holding or illegal use of hands by either Offense or Defense* will be 15 yards. Also, the Football Manual Committee was authorized to show one signal for this infraction, regardless of whether it is by the Offense or Defense. The usual practice of pointing to the offending team will be sufficient to indicate whether it is offensive holding or defensive holding.

9-4-1: Last sentence will be revised to omit the "inadvertent" act.

9-6-1-c will be expanded to require that a *replaced player must, after leaving the field, move toward his bench*.

10-3-1-a may be slightly expanded to make it clear that the run which is mentioned is one in which the *runner is behind the line*.

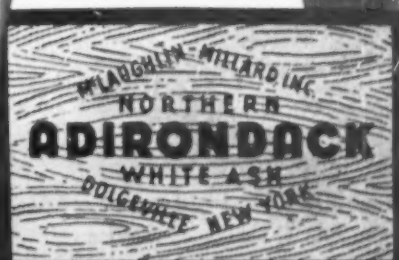
10-5-2: The Editors were authorized to expand this article to cover the situations in which a *touchdown results from the unusual case where the ball is left in the end zone of the Defense after enforcement of a penal-*

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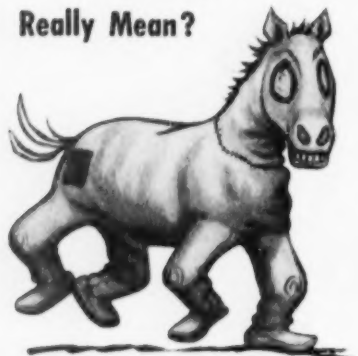




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ty for a foul by the Defense.

Certain proposals were considered to have merit even though no immediate adoption was thought desirable. Among those which were assigned to one of the Standing Committees for further research were the following:

1. If a time-out is requested or is declared by an Official for a player who appears to be injured, such player should be removed for at least one down. Groups in California and Louisiana volunteered to experiment with this proposal.

2. Several groups will experiment with methods of eliminating any tendency for a player to feign an injury. The possibilities which were discussed include the following. Since there are at least four customary ways for a team to get the clock stopped when they desire to conserve time near the end of a half, it was suggested that the game would be little, if any, longer under a modification which would have the clock stopped automatically at the end of each down during the last minute or two minutes of each half. Another possibility is

the proposal that whenever an excess time-out is requested, the other team be given the choice of having the clock started when the ball is ready or when it is snapped or free kicked.

3. By mutual agreement of a conference or larger group, only cleats which are molded in the sole of the shoe will be used. Such shoes are now specified for six-man football.

4. After a score, give the team which is behind in the score the same choice as is provided for the kick-off at the beginning of the half.

Officiating Procedures: In response to a request by the Football Official's Manual Committee, action was taken on several items. A majority voted in favor of having the touchdown signal given immediately by any Official who is in a good position to observe whether the ball has crossed the goal line. The statement in the Manual concerning notification about the number of time-outs will be changed to indicate that such notification should be given when the 4th time-out (rather than the 3rd) has been granted.

FREE CATALOGS AND COACHING BOOKLETS

ALL of the items listed below are available free of charge by checking the respective distributors in the Master Coupon on the last two pages.

• **Champion Knitwear's 1954 Athletic Knit Goods Catalog** contains a complete description of the C-K line, featuring "reverse weave" sweat suits, a complete line of phys ed uniforms, and processing with "Champ-Dye." Designs, numbering, striping or lettering thus processed can be washed or scrubbed without running or fading of colors. Swatches of cloth processed with "Champ-Dye" are available for those wishing to make their own laundering tests.

• **The New Coaches and Trainers Handbook** put out by Bike Web dramatically illustrates and explains the taping techniques of five leading college trainers: Duke Wyre, Maryland, shoulder separations; Bill Dayton, Texas A. & M., knee; Henry Schmidt, Santa Clara, elbow-knee-rib-wrist; Pinky Newell, Purdue, groin-back-thigh-calf; and Fred Peterson, Wyoming, ankle.

• **Rawlings' 1954 Spring and Summer Catalog** attractively displays its complete baseball, softball, golf, and tennis lines. Being introduced are the new Mickey Mantle baseball fielders' gloves and six models of baseball shoes including three qualities of athletic tanned cowhide uppers and three qualities of Kangaroo leather.

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treating most of the common injuries. The tapings are done by Carl Erickson, famous trainer at Northwestern, who covers every part of the body.

• **Turnabout** is a picture-story booklet written especially for the teenager and designed to help teachers motivate an interest in good grooming. Sponsored by Wildroot Co., it is an interesting, colorful booklet ideally adapted to both gym and hygiene class instruction.

• **MacGregor's new Fall and Winter Catalog** features its 1954 line for those sports seasons. One of the new sections illustrates the Absorblo protective equipment, a new slow recovery padding designed to reduce football injuries. Copies of the catalog may be obtained from MacGregor distributors or by writing direct to The MacGregor Co., 4861 Spring Grove Ave., Cincinnati 32, Ohio.

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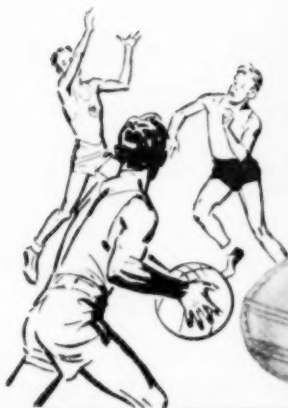
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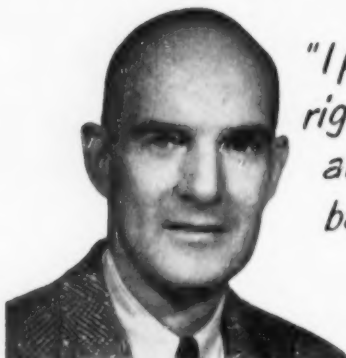
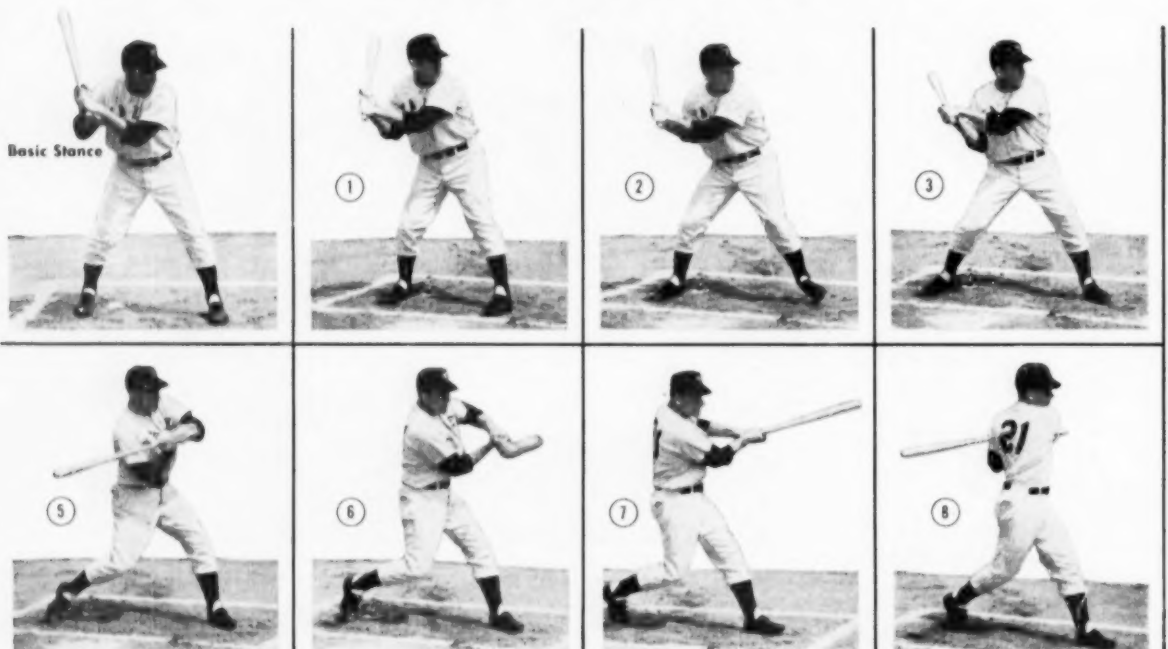
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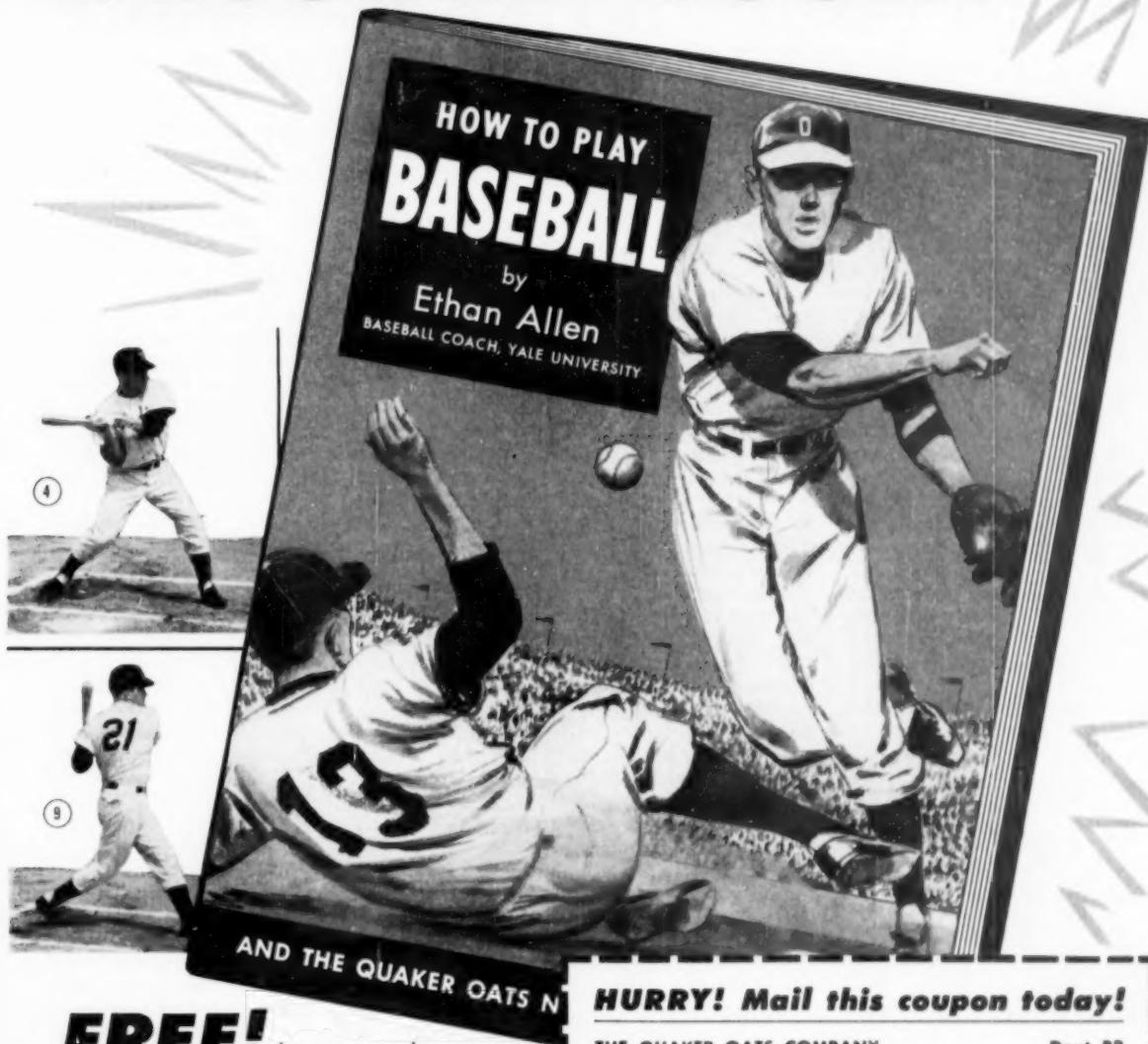


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Broad Jump Essentials

(Continued from page 12)

Two, since velocity is essential to distance, the run should be a unified sprint, continuously accelerated, with no starts or checks because of check marks.

More specifically, a man should take his first step from an exactly located check-mark, rather than beginning somewhere "from about 10 to 15 feet back" of a check mark. This first check mark is the essential one.

The broad jumper simply sprints with all-out relaxed acceleration through to the take-off. Other check-marks are merely "green-light" signals which do not change the run and which the experienced jumper will increasingly ignore and even eliminate.

If a man follows the common practice of running easily up to the first check-mark (at about 100'), then of sprinting relaxed for 70' before getting ready for the take-off, he cannot possibly achieve more

than 90% of peak velocity and will lose many valuable inches in distance.

Though the accompanying illustration (Fig. 1) seems to divide the run into three parts—A, B, and C—this is for teaching purposes only. In practice, the run is a unified sprint with no sudden changes in speed or attention.

THE TAKE-OFF. The purpose of the take-off is to attain maximum height with as little loss of forward momentum as possible. Theoretically the angle at which the center of weight should rise is 45°, but very few attain this. Probably only the deliberately slow men, who depend upon their jump off the ground, rise at more than 35°.

Yet, obviously, the greater the angle of rise, the farther the jump. Few coaches and jumpers make the most of this fact. Few men drill on maintaining their momentum to the board while at the same time emphasizing a determined jump for greatest possible height. It is the combination that produces best distance. The fact that perfection of this dual action is exceedingly difficult should simply mean more practice, not a weak admission of inability.

It is important to emphasize that the effort to secure height actually begins about three strides back from the board, at point C in Fig. 1. During these last three or four strides, four adjustments occur:

1. The body will settle slightly, just as a high jumper lowers his center of weight at the take-off. This must be done exactly right. A fraction too low means the knees will give way and be unable to extend upward into the jump. (The real moral here is to exercise the legs so they can withstand such flexion.) A fraction too high and there will be no springs to decompress.

2. The eyes, head, and chest will lift and the angle of inclination of

the body will straighten slightly during these last few strides. This permits a heel-ball-toe take-off and a forward placement of the take-off leg whereby it braces momentarily against forward momentum and shifts body direction upward. (See Fig. 2.)

3. The last stride to the toe-board will normally be from four to twelve inches shorter than those preceding it. This is a natural result of the gather and straightening of the body. A long stride at this point, a "reach for the board," will dissipate all the energy of an otherwise good jump.

4. The take-off foot is shifted laterally so that, as the base of body support and action, it is directly under the center of body weight. This is necessary for good balance as well as for full benefit from the powerful extension of the body upward.

ACTION IN AIR. First movements off the board are concerned with securing maximum height. The head and chest are up, and the back is arched to raise the center of weight as high as possible. Proper maintenance of balance will naturally produce a shifting of the relative position of the feet and arms.

Some coaches describe these movements as "a running stride in the air"; some, as a "hang"; others, as a hitch-kick; and argue one style against another in terms of their value for increasing momentum in the air.

However there's no factual support for such opinions. The principle of physics that for every action there's an opposite and equal reaction is very much in point. To kick the feet back and forth will neither increase nor decrease body momentum, but it will make an efficient landing more feasible and should therefore be permitted and even encouraged.

LANDING. A well-timed landing can be defined as one in which the



Fig. 3, knees flex with shock of landing.



Fig. 2, the heel-ball-toe takeoff.

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BATTING: AS MAJOR LEAGUERS DO IT

by Clifford W. Brown

Foreword by Lew Fonseca, Director of Promotion for American and National Leagues

This new book is for the Babe Ruths and Ty Cobb who are now in high school and college, or playing in sandlots. It is an excellent manual for coaches who want to see their young players get started right.

No detail of a sound batting style is overlooked. Hitting after the stride, knee flexing, elbow flexing, stance, back swing, pivot, hip-turning, hitting swing—these are but a few of the points discussed in this helpful, easy-to-understand book. By way of illustration, the author has included two series of photographs showing the batting styles of Joe DiMaggio and Ted Williams . . . and explains how a boy can learn both methods of batting.



Just one of many action photos of Ted Williams in the book.

Mr. Brown points out that today's schoolboys, unless instructed otherwise by a coach, are using old-fashioned swinging methods. He explains that today's big-leaguers hitting .300 or over use a different timing which is far more effective.

The author also points out that the average school boy starts breaking or uncocking the wrists when the hitting swing starts, whereas good major league hitters hold back the breaking of the wrists until the hands reach the center of the body. Then the wrists are uncocked with lightning speed, and by so doing the ball is hit harder and longer.

Both of these differences are clearly explained in the back in the action pictures of DiMaggio and Williams.

Every coach and athletic instructor should have a copy of "BATTING: As Major Leaguers Do It," by Clifford W. Brown. Regular Price: \$2.50. Special Price to Coaches and Athletic Instructors: \$2.00. Order from:

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buttocks are but a fraction of an inch above the level of the extended heels at the moment the latter first touch the ground. Such a position requires quick and well-coordinated action to prevent an actual sit-down in the pit.

In general, this means a forward and downward thrust of the heavy head and shoulders which counterbalance the buttocks upward. The chin drops quickly down between the knees, and the knees are completely relaxed and flex easily with the shock of landing, so that the jumper falls directly forward in a compact tuck position on his hands and knees. (See Fig. 3.)

Keeping the feet high is the most difficult aspect of the broad jump to learn. It requires strong abdominal muscles, a willingness to sit down hard in the pit when the landing is misjudged, and a persistent concentration upon this phase of the jump in practice. This is best learned

when using a short run and dirt take-off so that more jumps can be taken.

It is important to avoid bringing the head and shoulders down toward the knees while still in flight. To do so will produce the same drop of the feet demonstrated by George Brown in the accompanying illustrations.

The use of the arms throughout the landing depends upon their position during the jump. If thrown high above the head, they should be brought quickly forward and down at the last moment, aiding the forward action of the shoulders. If carried low, as with George Brown, they can be thrown downward, backward, and upward, thus forcing the shoulders forward and downward.

In most instances, the first of these two methods will prove easier and just as effective.

Making of a Tennis Champion

(Continued from page 18)

of stroke we desired before we began.

On the forehand, Morris swung the racket upward in the backswing with a very stiff-armed motion and used a further circular swing through his wrist at the end, dropping the wrist as he came in. We eliminated this two-part circular swing and had him take the racket straight back.

Not because I advocate this straight backswing, but because it was right for him at this particular time. It helped correct his faulty wrist action and also was a start toward breaking the "golfing effect," enabling him to more easily start from below the ball and hit up through it.

We then began to break his stiff-armed action and to get more of an inside-out swing on the forehand. At the end of the backswing, Morris' arm was as rigid as an iron rod—instead of having a slight break at the elbow.

To break this habit, I had Morris stop reaching so far back at the end of his backswing and attempt to get a feeling that his elbow was closer to his body. Once he had achieved this, he was ready to work on the inside-out swing.

This inside out-swing performed in correct relationship to the ball is one of the nubs of sound action in the hitting area in both the forehand and backhand. With this, we worked on hitting "around" the ball—which is nothing more than the tip of the racket head moving progressively ahead of the racket in the hitting area.

To get more racket contact with the ball, we next worked on the pivot, for only with a good full pivot is it possible to achieve an elongated hitting area. Improving the pivot also helped the inside-out swing, and Morris' fore-

hand began to take on a sounder look.

One of the most difficult habits to break was the right shoulder dip on the forehand. We worked on it constantly during this period, but it wasn't until the middle of the following summer that Morris finally broke the fault.

More and more he was getting his weight into the shot, however, and his racket head was doing more work for him through the hitting area.

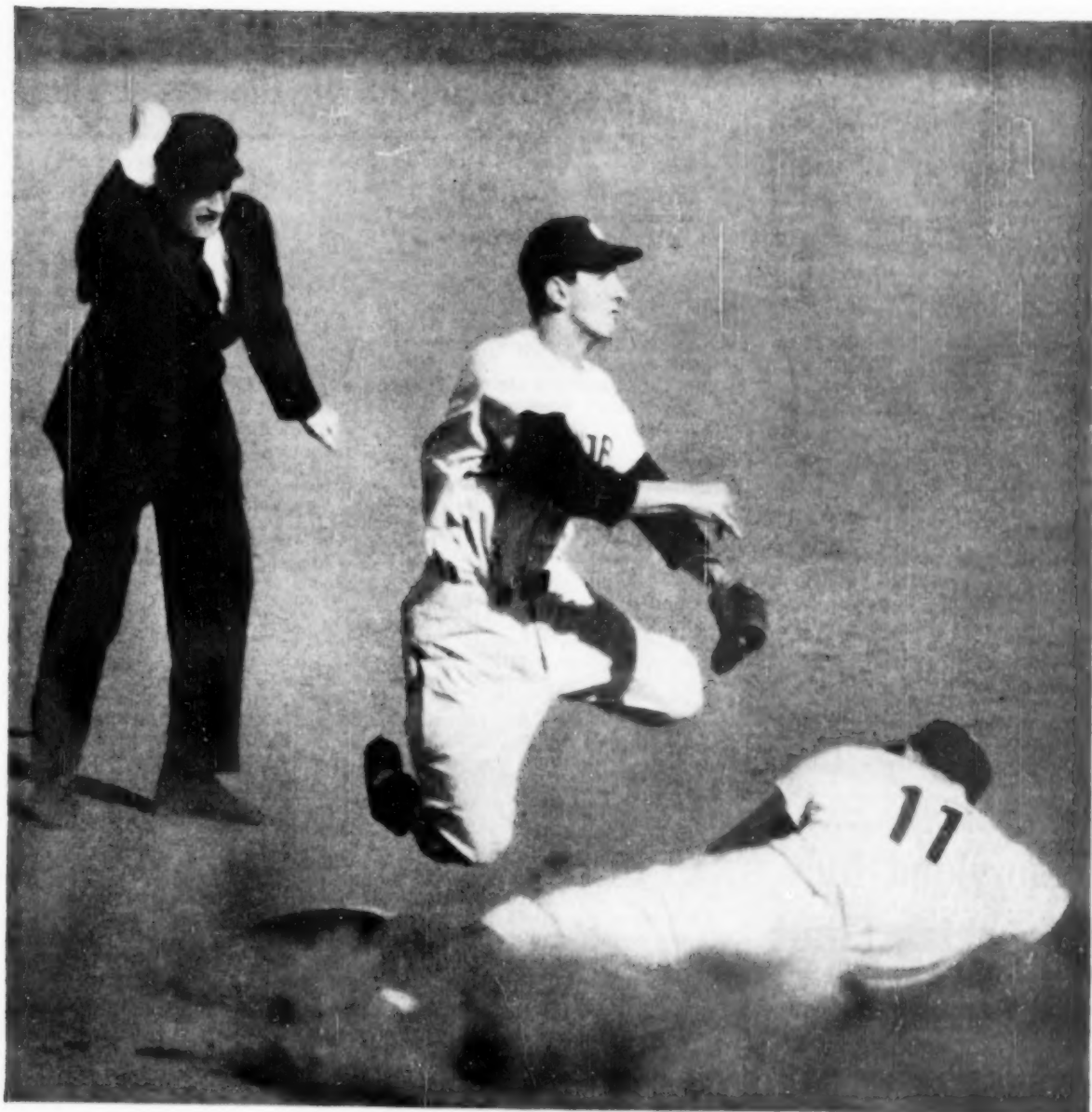
To break his habit of slapping at the ball with the wrist, I suggested that he lead the racket back with the wrist and from the back point bring the racket directly into the hitting area. This helped eliminate too much leading with the wrist. (Try this trick with one of your boys if he has this problem. It can work wonders.)

Morris played his first season for Presbyterian with his forehand on the way but still far from "home."

We spent one full week during the early part of the next summer concentrating on his forehand, again with particular stress on the down-the-line shot. As Morris hadn't completely eliminated his golfing motion, I showed him that it now stemmed from the fact that he lowered his left shoulder as he took his racket back and then dropped his right as he brought it in. We worked on both shoulders remaining on a line, and the forehand really began to pick up.

It was some time, however, before his forehand became as good a shot as his backhand, and Morris and I planned to continue concentrating on it during his third fall term at Presbyterian.

Next month: Developing the service and volley.



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New Books on the Sport Shelf

• **CHAMPIONSHIP BASEBALL** (From Little League to Big League). By William T. "Buck" Lai. Illustrated—drawings. New York: Prentice-Hall, Inc. \$2.95.

AN extremely successful college coach (at Long Island U.), a technical instructor and scout for a big league club (Brooklyn Dodgers), and a talented artist, Buck Lai is singularly equipped to author a technical text on baseball—and *Championship Baseball* concretely proves it.

This is a sweetheart of a book—a thoroughly sound, meaty, and comprehensive analysis of every phase of the game, wonderfully illustrated with original drawings that practically serve *per se* as a basic course on the game.

Buck touches every base—batting, bunting, baserunning, pitching, catching, infield play, outfield play, signals, drills, scoring, and how to select a team. All the skills and instruction are delineated clearly, fully, and authoritatively.

The approach is highly professional. It incorporates the techniques developed at the Dodgers' baseball school at Vero Beach, Fla., which offers perhaps the finest, most intensive baseball course extant. In short, Buck analyzes the skills just as they are taught by the country's finest instructors at the country's finest school.

Both coaches and players will find this book ideally suited to their needs. It is a glowing addition to the baseball reference shelf.

• **AVERAGES**. By Bill Mokray. Pp. 200. Boston: Bill Mokray. \$3.

HERE'S a unique and distinctly valuable contribution to everybody in sports concerned with the keeping of averages. Which means practically everybody. It furnishes 100,000 averages at one instant glance!

The author of this simple, practical "averager" is Bill Mokray, basketball director of the Boston Garden. Tired of computing his own averages and with no book on the subject available, Bill simply fashioned his own master computer—and he's now making it available to everybody.

It facilitates the compilation of averages such as (1) a player's or team's point scoring in basketball games or the average number of personal fouls committed or rebounds recovered, (2) a football player's average yards gained on punts, passes, rushes, and punt returns, or (3) a pitcher's earned-run average or a batter's slugging average.

The book comes in handy pocket-size form, and may be ordered from William G. Mokray at 157 Crescent Ave., Revere 51, Mass.

• **SPORT AND HEALTH**. Edited by Dr. Otto Johansen. Pp. 200. Oslo, Norway: The Royal Norwegian Ministry of Education. Free.

THIS is a collection of 50 lectures given by world famous authorities at the International Conference on Sport and Health held in Oslo in connection with the 1952 Olympic Winter Games.

Among the articles in this remarkable publication are several on sport and education, a number on the physiology of sport, 10 on sport injuries, and three on the medical control of athletes. All are good.

The book is not for sale, but will be distributed free as long as the copies last. For your copy, write Dr. Otto Johansen, State Office for Sport and Youth Work, The Royal Norwegian Ministry of Education, Oslo, Norway.

—C. H. McCloy

Miscellaneous

• **The Practical Fly Fisherman**. By A. J. McLane. Pp. 257. Illustrated—drawings. New York: Prentice-Hall, Inc. \$5.95. (A superb guide to fly fishing, complete with practical tips and pointers and illustrated with color plates of more than 100 flies; written by the fishing editor of *Field & Stream*.)

• **The Archer's Craft**. By Adrian E. Hodgkin. Pp. 222. Illustrated—photos and drawings. New York: A. S. Barnes and Co. \$3.75. (A comprehensive text that not only deals with the art of shooting, but also with bow making, feathering the arrow, making arrowheads, making bowstrings, and hunting.)

• **1954 Official NSGWS Softball-Track and Field Guide**. Edited by Marian Kneer and Martha J. Haverstick. 50¢. (Contains official softball and track rules along with standards, teaching articles, instructions for officials, and illustrations. Available from American Assn. for Health, 1201 Sixteenth St., NW, Washington 6, D.C.)

• **1954 Official NCAA Track and Field Guide**. Edited by H. D. Thoreau. \$1. (A marvelous edition containing the official rules, records, results of the outstanding meets, sectional reviews, etc. Order from National Collegiate Athletic Bureau, Box 757, Grand Central Station, New York 17, N.Y.)

• **Official Judo**. By Charles Yerkow. Pp. 98. Illustrated—photos. New York: A. A. Wyn, Inc. 50¢. (An 8½" by 11" authentic guide to judo and self-defense illustrated with nearly 200 excellent photos.)



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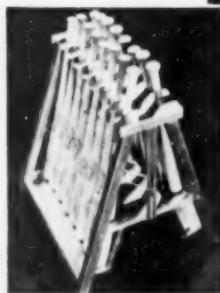
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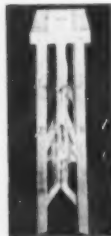
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An Open Letter to the NBC

(Continued from page 5)

Your problem, in short, is to evolve a restrictive formula that's equitable to both offense and defense.

Unfortunately, up to now, we've been unable to present a completely satisfactory solution to the problem. But we think we've finally hit upon it. By combining two of the suggestions in the annual rules questionnaire, we think the debacles in the closing minutes of play can be eliminated.

First, we propose that *every one-shot foul be treated as a technical*. That is, let the offended team take the free throw AND retain possession whether it's made or missed.

Why not? If possession is the all-important thing in basketball, why force a team to give up two possible points for a possible one?

This gaping loophole in the philosophy of the code is murdering the pro game. In the waning minutes of play, the pros keep deliberately trading fouls—the trailing team because they must have possession and the leading team in order to retain its advantage.

This is called "smart fouling," and it is—under the existing code. It also happens to be monumentally boring to watch.

This brings us to our second proposal. We suggest that *freezing be prohibited*. In other words, let's require the team coming into possession of the ball to take a shot within a stipulated time interval—say, 20 or 25 seconds.

This immediately takes the onus off the defense. They are now given a good chance to secure control by fair means. At the same time, however, the offense is completely protected against the deliberate foul—thanks to the technical foul proviso.

Is the offense winding up with the short end of the club? Not at all. Statistics will show that the average team shoots about every 20 seconds. If the defense can prevent them from getting off a shot in that time, the defense deserves the premium of possession.

What about those "ball-handling" teams that average about a shot a minute? Forgive our yawn. Half of that minute is invariably wasted with innocuous, meaningless passes. Teams that "sit" on the ball deserve to be prodded. The idea of the game is to put the ball into the basket, not to play beanbag with it.

We're not offering these proposals

in the form of "three-minute eggs." We'd like to see them prevail for the entire game. There's no reason why basketball should be played under one set of rules for 37 minutes and under another set for the final three minutes.

This encourages chicanery. How many times have you seen a team with a good lead start killing the clock well before the final three-minute mark? Their reasoning is shrewd and simple: If they can maintain their advantage until those closing minutes, that automatic two-shot foul penalty will practically put the game on ice.

We think our proposals make sense, that they conform to the spirit of the game, and that they offer a perfect solution to an extremely aggravating problem.

You've got the ball, gentlemen. Make your shot a good one.

Sincerely yours,

Editor, Scholastic Coach

Baseball Try-outs

(Continued from page 28)

each additional circle around the bull's-eye (in different colors) being 3" wide. The bull's-eye counts 10 points, and the other circles count 9, 8, 7, 6, and 5 points.

The try-out test for the Little Bigger League was administered in exactly the same manner, with one exception; namely, the running distance was 100 instead of 50 yards. Naturally, the point scale for the 100-yard dash and the baseball throw for distance had to be adjusted. Otherwise, the entire process was the same. As in the Little League test, an individual score sheet was used for each boy.

As stated before, this isn't a perfect test. But at least it's better than no test at all. I believe it can serve the purpose until a more valid test can be developed.

I feel sure that it can be used as a basis for experimental work in tests and measurements. Somebody like Dr. Leonard A. Larson of New York University or Dr. Thomas K. Cureton of the University of Illinois can use this test as a basis for further development, including such factors as a mechanical thrower and the emotional, physiological, and psychological aspects of the boys.



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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

BRANCH RICKEY loves to exercise his flair for the dramatic. In his office one afternoon, he gathered his aides around him. "Our situation is critical," he announced. "We need a relief pitcher to finish in the first division."

He leaned back in his chair, pretending to suffer an attack of dizziness. "I'm slipping out of a high window. I must have help. Only one man can save me. Who is that man?"

He reeled off a list of a dozen names. "Can this man save me? Or this one? Or this?" A moment of silence followed. Then one of his aides piped up: "Do you think you'll bounce when you hit the sidewalk, Mr. Rickey?"

Little Bobby Shantz (he's only 5' 6") toured Japan with an All-Star team a couple of years ago. Upon his return, somebody asked him what he thought of Japanese ball players.

"They're not so bad," Bobby grinned. "But they're too small for the big leagues."

Following Duquesne's victory in the Holiday Festival tournament in Madison Square Garden, a sportswriter asked Sihugo Green, the Dukes' phenomenal sophomore, if he had been "up" for the game.

"Darn right!" snapped Sihugo. "I was up so much I didn't sleep a wink last night!"

Western Pennsylvania is one of the most fertile football breeding grounds in the country . . . so much so that when the sports editor of the *Pittsburgh Press* wrote to the U. of Maryland for Orange Bowl tickets, he threatened:

"Tell Tatum that if he doesn't come through, we'll block all the roads from Western Pennsylvania to College Park, Md., and keep all our high school stars right here!"

Bob Feller was asked the inevitable question: Which batter was tougher to pitch to, Williams or DiMaggio? "Well, now," replied Feller, "one hits right-handed and the other left, so one pitcher can't compare them—unless he's ambidextrous."

Informed that his \$40,000 bonus kid, Dick Schofield, had a hitch in his swing, Manager Eddie Stanky summoned him into his office.

"Do you have a hitch in your swing?" Stanky asked.

"Yes, sir, guess I do."

"Which way—righty or lefty?" Stanky asked the switch-hitting youngster.

"Just lefty—I'm okay right-handed."

"Well, then," Stanky decided, "you only have to give us back, \$10,000."

Frankie Frisch's standing war with the great Bill Klem reached its peak in St. Louis one day when Klem called a Cardinal out at second on a vital play. Frisch, screaming like a wounded horse, raced for Klem. Suddenly he wavered, stopped, and collapsed. The

dugouts emptied, as everybody made a rush for the stricken manager. It looked like heart failure induced by a bum decision.

Into the turmoil strode the great arbiter. Standing directly over the fallen manager, Klem pointed his finger at him and bellowed:

"Frisch, dead or alive—you're out of the game."

The DePaul U. frosh coach gulped when the great George Mikan reported for practice. "Do you have a uniform?" he asked, appraising George's 82 inches.

"Everything but the shoes," answered George.

"I'll dig up a pair, what size do you wear?"

"Fifteen or sixteen," Mikan blushed. "But make it fifteens, huh. I don't want to look conspicuous."

Watching the hefty duffer ripping up the turf with tremendous swings, the ants became worried. As another mighty blow just missed decapitating them, one of the ants said to the other:

"Look, buddy, let's get up on the ball before this guy murders us."

Another ringing blow for high school prestige was struck this winter when both Kansas and Marquette tapped the schoolboy field for new coaches. The phenomenally successful Chuck Mather of Washington H.S., Massillon, O., will coach the Jayhawks next fall, while Frosty Ferzacca of Green Bay (Wisc.) High will tutor the Golden Avalanche.

And how do you like that Notre Dame appointment! Imagine a 25-year-old fellow—just one year out of the high school ranks—nailing the lushest coaching plum in the country! That would be Terry Brennan, of course. His old school, Mt. Carmel H.S. of Chicago, must sure be proud of him.

Captain, My Captain. Middlesex Prep of Concord, Mass., thinks it has a pretty unusual basketball team—all five starters are sports captains. Marshall McLean and Phil Ness lead the baseball and tennis squads; John Baldwin captains football, and Charley Stanford leads the crew. Oh, yes. And Bill Weaver is basketball captain. How could we forget him?

"Weight" 'til you get a load of that Illinois football team next fall. Those two hurricanes, Caroline and Bates, will be back in business and will get a lot of "weighty" aid from a powerhouse frosh club featuring 280-lb. Fred Wilmoth, 270-lb. Bill Ruby, and 250-lb. Norm Corsi.

Golly, that was some nifty clocking for Clinton (Iowa) High's 400-yard free style relay swimmers! They did 3:38.3, bettering the national interscholastic record of 3:39.7 over a 20-yard course, set in 1952 by Hill High of Saginaw, Mich.

(Concluded on page 69)

Sportsmanship

DURING the third period of the Clemson-Wake Forest game last fall, Sonny George, the W.F. quarterback, was injured. During the time-out, Don King, Clemson's soph qb, was observed talking to him.

Clemson went into a huddle when play was resumed and here's what King told his teammates: "George has been hurt. If you have to hit him again, hit him high. Otherwise you might injure him badly."

For this fine, chivalrous act, King was awarded the 1953 Swede Nelson Trophy for Sportsmanship by the Gridiron Club of Boston.

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The Stance in Batting

(Continued from page 9)

This practice will prevent the defense from shifting too much on the batter, as it will if he continually hits to the same field.

The batter who continually "steps in the bucket" will not hit a pitch over the outer half of the plate. To compensate for this, some "bucket-footers" crowd the plate and will thus occasionally slice a ball to the opposite field, but usually without much power.

However, this type of hitter is becoming extinct, because it's practically impossible to continually step down the baseline and hit the ball with any consistency or power.

THE HIPS

The hips should be kept on a plane level with the ground. This helps prevent uppercutting or hitting down on the ball. As the batter swings, the hips should turn in the direction of the bat until they're locked by the position of the front leg.

Many players don't make full use of their hips or shoulders, using the shoulders only as a prop for the bat. By whipping the hips toward the pitcher and using the shoulders, arms, and wrists correctly, a batter generates maximum power. The rear hip (farthest from the pitcher) is the one that furnishes the most power, but both are important in the swing.

THE SHOULDERS

The shoulders should also be kept on a plane level with the ground, for the same reasons. A batter who raises his front shoulder is usually an uppercutter; he swings up at the ball. A batter who drops his front shoulder may be either a ground-ball hitter or an uppercutter.

THE ARMS

The arms should be kept away from the body. This means the upper part of the arms, shoulder to elbow, as well as the lower part of the arm, elbow to wrist.

A batter should get as much leverage as he can. To do this, he should describe as wide a horizontal arc as possible. This doesn't mean that the front arm (closest to the pitcher) should be kept in a straight line. It should be slightly bent, permitting the batter to be comfortable.

The arms in this position, away from the body, allow for freedom of movement. Let the player attempt to swing with his elbows

touching his chest, and he'll see the advantage of having his arms away from the body. All good hitters know that the elbows should be out, away from the body.

THE "QUIET" BAT

While awaiting the pitch, the batter may be doing several things wrong. Perhaps the most common mistake is keeping the bat in motion. This can ruin a batter's timing. The pitcher may deliver the ball between "waves" and force the boy to hurry his swing—destroying its smoothness and power.

The good hitter keeps his bat "quiet," holding it motionless as the ball is approaching. He's thus always ready to bring his bat into play quickly and effectively.

THE "HITCH"

The hitch is a bad habit, sometimes extremely difficult to correct. The "hitcher" brings the bat forward slightly and then returns it to its original position a split second before he swings. This slight movement disrupts his timing; for, instead of just timing his swing, he must now time his hitch plus his swing.

Most players don't realize they're hitching until it's called to their attention by someone interested in their movement. Sometimes a player will correct his hitch, then resume this bad habit a few days later.

There are at least two ways to correct a hitch. The easiest way is to have the batter assume his natural stance and then raise his rear elbow as high as he can while keeping his shoulders level.

In this position, his rear arm is locked at the shoulder and elbow joints, and he cannot hitch unless he employs his entire body. Such a batting position continues to furnish freedom of movement while making it almost impossible to hitch.

Another way to correct a hitch is to have the batter take his natural stance and then have him cock his wrists slightly so that the fat end of the bat rests alongside (not on top of) his rear shoulder. Every time the player hitches, he'll feel the bat rub his shoulder; if the bat doesn't rub his shoulder, he'll know he isn't hitching.

Naturally, the batter won't hit this way in a game, for he'd have trouble swinging the bat around fast enough to meet the ball out in

front of his body. He hits this way only in batting practice. As soon as he feels he's corrected his hitch, he uncocks his wrists and brings the bat away from his shoulder, returning it to its natural position.

THE HEAD

The head plays an essential role in hitting. First of all, the batter must keep his eye on the ball at all times—from the time he sees it in the pitcher's hand until it makes contact with the bat or he lets it go by him into the catcher's mitt.

Many a hitter thinks he's keeping his eyes on the ball as it nears him, but at the moment he starts his swing—when the ball is closest to him and is probably going to take off, dip, hook, flutter, or curve—he inadvertently turns his head and loses sight of the ball.

Why? Because he's trying to get as much power as possible into his swing and unconsciously turns his head in the direction of his swing.

A successful hitter cannot be a head-turner. While it may be impossible to see the ball actually contact the bat, the hitter must keep his eyes on the ball at all times. "You can't hit what you can't see."

Another common mistake is "guessing the pitch"—continually guessing what the pitcher is going to throw. Now, it's smart for the batter to keep tabs on the count (number of balls and strikes), the type of pitcher he's facing, his best pitch, and the situation in the ball game. He should also know if the pitcher is trying to make him hit into the dirt for a double play, the position of the defence, and everything that goes to make up a ball game.

But to guess on every pitch is foolish. An unexpected pitch will throw the hitter off-balance and he'll either watch the pitch sail by for a strike or tap it weakly to the infield.

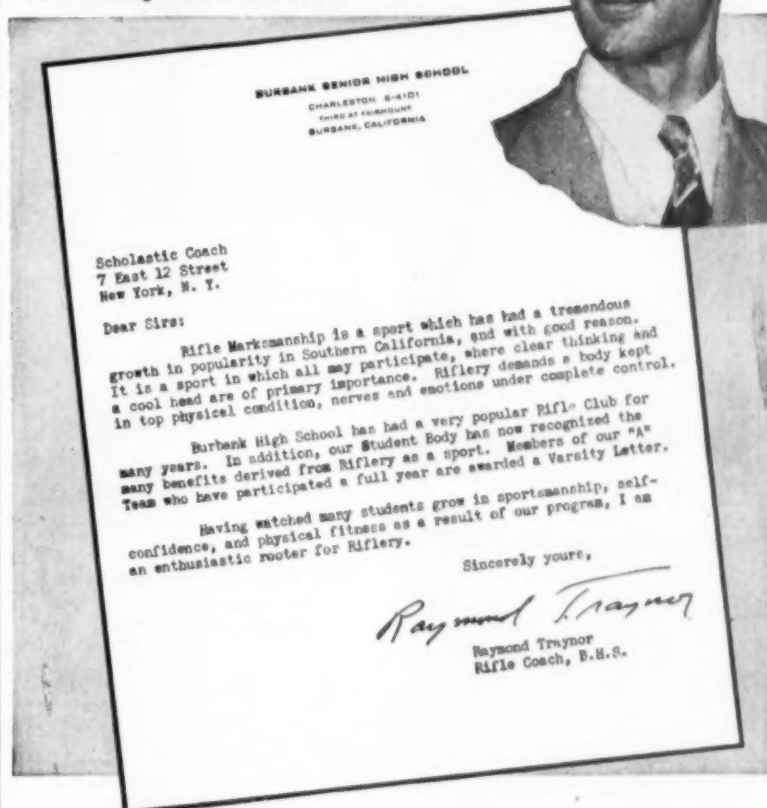
The hitter should be prepared for the fast ball. If he's expecting any other pitch, the fast ball will go by before he can readjust, and he'll be caught looking. If the pitch is not a fast ball, it isn't difficult to change his timing and hit the ball.

MIDWEST CONVENTION OF AAHPER

THE 40th annual Midwest Convention of the AAHPER will be held at the Claypool Hotel, Indianapolis, on March 31 through April 2. Topics that will be covered include recreation, health, coaching clinics in eight sports, modern dance, the pros and cons of Little League type of sports, and other aspects of the health, physical education, and recreation programs.

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High Hurdlers Are Made!

(Continued from page 11)

der or drops the head off to the right (as he clears the hurdle) to aid in left leg clearance.

CAUSES AND EFFECT

One of the most over-emphasized points is covering a precise distance every time you take a hurdle. The feet and inches required from take-off to landing will usually take care of itself, if the hurdler is:

1. Not working too close to his hurdle so that he must jump up and over rather than forward and up. A take-off from six to seven feet away is average. Closer take-offs cause the hurdler to rise more vertically than is practical.

2. Maintaining his forward lean from running stride to hurdle clearance. When the hurdler's head suddenly rises as he takes off, it indicates he's working too close to the hurdle and has had to check himself to get height for hurdle clearance. He simply hasn't had enough distance for the swing of the lead leg and the forward lean so necessary for a take-off without undue body rise.

Cutting down off the hurdle is usually done within five feet. The boy who cuts down beyond five feet is losing valuable time. Several things aid the cut-down. A continuous and quick pull-through of the trail leg aids in the dropping of the lead leg, but a conscious effort to cut down must always be made. The athlete who sits up, rather than leans into the first step off the hurdle, will "float" and be unable to cut down within five feet of the hurdle.

It should be mentioned that men who tend to sit up, or lean back, coming off the hurdle often do so because they bring the trail leg through with a high knee rather than in a horizontal position. Where this is the case, the athlete must consciously attempt to carry the trailing foot and toe up for a slightly longer time.

This will not only prevent hitting the hurdle, but quite often will aid in keeping the trailing knee down, and thus the body more forward. The end result might then well be a more rapid and smoother cut-down.

WORDS ON ARM ACTION

Arm action must (1) aid in balance, (2) aid in body lean, (3) be simple and efficient, (4) be easily incorporated into sprinting action.

The double arm action (two hands

forward) and the single arm action are both used successfully by our best hurdlers. However, the single arm action seems most efficient. If the action accomplishes the four principles, there's little to be concerned about.

One point must be mentioned concerning arm action and balance. Any arm action that alters the parallel and horizontal position of the athlete's shoulders is not satisfactory. Where an arm action is so vigorous or poorly directed that it pulls or raises the shoulders, corrective action must be taken.

TO THE FIRST HURDLE

The hurdler must work so often from the blocks to the first hurdle that he should be able to do it blind-folded. The uncertainty that marks the approach of so many young hurdlers too often stems from the lack of work in this area.

The pattern of the entire race is set from the blocks to the first hurdle. If the 15 yards are covered with confidence, speed, and steadiness, the race has a much better chance of being run well.

In his developmental stage, Harrison Dillard worked by the hour with his coach, Eddie Finnegan, on moving just as fast as he could from the blocks to the first hurdle. After literally thousands of bursts to the first hurdle, Dillard gradually added form and steadiness (at first so difficult to acquire) to his tremendous speed. It was then, and only then, that real work over three and then five hurdles was begun.

Today, most of our leading hurdle coaches demand a tremendous amount of work out of the blocks and over three hurdles, for the simple reason that boys can work over three hurdles many times in an evening—using great speed.

The running of full flights not only insures a slower rhythm on each succeeding repetition, but makes it difficult to work on specific faults, as the boys become fatigued.

BETWEEN THE HURDLES

The art of hurdling is simply keeping contact with the ground as long as possible during the race, for a hurdler loses rather than gains time when he clears the hurdle. While time may be lost at the start, or in the last 15-yard drive for the tape, it is most often lost during the body of the race (over and between the hurdles).

The high school high hurdler who takes five steps rather than three will never perform well, yet many who can and do take three steps do not always do so with efficiency,

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PARTS — ACCESSORIES — MINI-TRAMPS — "WEBWING" WEB BEDS

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This shirt is now widely used by college, high school and professional teams. Their report of results is amazing, especially from warm climate teams that travel to cold weather area for inter-sectional games. All teams should have the Barnes Protec-T-Shirt by Hodgman. It's the greatest development ever in the athletic clothing field.



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confidence, or speed.

Most often the inability to relax—due to fear of hitting hurdles—causes difficulty. Placing the hurdles slightly closer together for the novice, so that he doesn't have to strain, is the most efficient way of getting the feeling of relaxed between-hurdle running. As the athlete gains confidence and poise, the hurdles can be moved to the ten-yard distance, and relaxed running is often more possible.

Hurdlers who come off the hurdle in poor position with lack of balance, or land on a straight rather than a slightly bent lead leg, check their forward momentum, and as a result often have difficulty getting steps to the next hurdle. Much practice work on five steps, working on form, can usually correct both of these faults.

Still another reason for having difficulty with steps is body angle when landing. Coming off the hurdle in an erect position not only drives the trail leg down on the hurdle (and often causes hitting the hurdle with the trailing ankle), but destroys forward momentum. Constant watch must be kept to see that the hurdler lands with the forward lean he needs for sprinting action.

Quite often a hurdler who brings his trailing knee through too high tends to pitch the upper trunk back, so that inability to keep forward lean can often be traced to the faulty high knee action of the trailing leg. Emphasizing the "forward and down" reaching of the trailing foot often corrects the error in knee action and body angle.

TO THE TAPE

Hurdlers must be impressed with the fact that the race is not over when the tenth and last hurdle is cleared. He must constantly assume that the finish is five yards beyond the tape, and a vicious drive through the yarn is a very important phase of the race.

At the same time, the coach should prevent the athlete from starting his drive in before the last hurdle is cleared. It's quite common to see youngsters lose form and poise over the last hurdle in their anxiety to reach the tape.

Some coaches advise the novice to consciously allow a little higher clearance on the last two hurdles to compensate for fatigue and the carelessness that often comes during the last stage of the race.

This is the second of two articles by the Michigan coach, who is the author of three track texts (A. S. Barnes and Co.). Last month he presented a beautiful exposition on shot putting.

Check List for Meets

(Continued from page 20)

DAY OF MEET

- I. Erect tents for scorers and awards
- II. Place equipment (See article XVII, Before Day of Meet)
- III. Set up public address system
- IV. Check in officials
- V. Distribute officials badges
- VI. Check in student aides
- VII. Check track and facilities
- VIII. Place hurdles for first event
- IX. Set up trophy display
- X. Guide coaches
- XI. Distribute programs
- XII. Start meet on time
- XIII. Public address control (calls, lost and found, etc.)
- XIV. Keep spectators in stands
- XV. Keep area clear of dogs and small children

AFTER MEET

- I. Clean up field
- II. Clean up rooms
- III. Take equipment inventory
- IV. Return articles found on field
- V. Select All-Section team for Inter-Section Meet
- VI. Notify coaches of selections
- VII. Accept and act on complaints and suggestions
- VIII. Write up summary of meet and suggestions for following year

Baseball Film

BIG League hitters and Little League beginners demonstrate their skill in the 16-mm. black and white sound film, *Behind the Bat*, sponsored by McLaughlin-Millard, Inc., Dolgeville, N. Y., manufacturers of Adirondack baseball bats.

Hank Bauer, Alvin Dark, Joe Garagiola, Bill Hunter, Gil Hodges, and Bobby Thomson appear in batting sequences, while Little League teams display such skills as sliding, bunting, fielding, pitching, and actual team play.

The step-by-step manufacturing process of producing a baseball bat from Northern White Ash is also covered, as well as the hand turning of a professional bat.

Available at no charge, the film is recommended for baseball coaches, physical education, manual arts and woodworking classes, civic groups, and fraternal organizations. Requests for bookings should be made to Mohawk Productions. New Hartford, N. Y.

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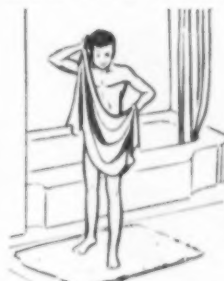
Suitable for boys from 12 to 17, the booklet deals with all phases of personal neatness.



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State High School Football

Ohatchee, and Double Springs had fine seasons.

ARIZONA

North Phoenix, coached by Cecil Coleman, was undisputed Class A titleholder leading the other nine schools in league play. In Class B, claims were levelled by Globe, Casa Grande, and Carver of Phoenix. All were beaten at least once. Next season Arizona's 50 odd football-playing schools will compete in four divisions, with state titles being decided in each.

ARKANSAS

Though Arkansas has discontinued its playoff system, a state champion among the Triple A schools was decided when Little Rock finished the Big Seven Conference race with a 5-0-1 record. Pine Bluff tied the champions, but dropped two other games. In Class AA, divisional titles were won by Rogers, Newport, Malvern, and Camden. Of these only Rogers, which was 10-0, boasted an unblemished record. In Class A, Booneville of District 4 was unbeaten and untied, while Stuttgart and DeQueen suffered ties but weren't beaten. St. Anne's and Watson Chapel were unmarred in Class B competition. Wilson Matthews coached Little Rock's fine team.

CALIFORNIA

It was Santa Monica again among the Southern Division's larger schools. Under a new coach, Bob Stillwell, the Vikings rolled over Whittier, 34-19, in the finals. Santa Monica was tied by Anaheim in its semifinal, but was awarded the game on first downs. San Fernando won the city championship of Los Angeles' 35 schools with a 20-18 victory over Poly. Among the smaller schools, Chula Vista defeated Brawley, 12-6, in the southern area, while Paso Robles bumped Pomona Catholic, 34-12, in the north. Roosevelt of Fresno scored an impressive 42-0 victory over Taft to cop Class A honors in the San Joaquin Valley playoffs. Other group champs in the area were San Joaquin Memorial (Fresno) and Wasco in the Sequoia Division, Kingsburg (Shasta), and Garces of

Bakersfield (Sierra). The remainder of the state classed as Northern California had five unbeaten elevens—Poly of San Francisco, Oroville, Mt. Diablo, Pacific Grove, and Benicia. Vallejo, Fremont of Sunnyvale, Modoc, Castlemont (Oakland), Pierce, Downey (Modesto), and Santa Rosa all had one or more ties but no defeats. Sacramento went undefeated until its final game with city rival McClatchy, and the loss cost the Dragons the mythical area crown.

COLORADO

Fort Collins retained its Class AA crown in the rugged Northern Conference for the fourth straight year, and in doing so won its eleventh state title. In crushing East Denver, 28-13, Coach Duane Warnock's mystifying T formation piled up 277 yards rushing. Bob Carter's Yuma eleven was the surprise of Class A, defeating Montrose, 19-7. Yuma had to get by two sudden-death games in the eliminations. Ernie Smith's Holly team downed Meeker, 19-0, in Class B, while Denver Cathedral, tutored by Cole Jones, won the state Catholic title from Canon City Abbey, 19-12.

CONNECTICUT

Stamford successfully defended the "championship of the polls" and was awarded the S. Polk Waskowitz Trophy and Connecticut Sportswriters' Plaque for the third time in four years. Paul Kuczo's eleven dropped its final game of the year to Fairfield Prep in a battle of two undefeateds, but the prepsters aren't state association members and did not affect the Stamford rating. Wilbur Cross of New Haven, coached by Ray Teller, had a tie with Hamden to mar its record and finished second in the balloting by the narrowest of margins, followed by Greenwich which played only six games but was unbeaten. Killingly of Danielson, a Class B team, finished fourth in the poll—an exceptionally high position for a small school.

D. C.

St. John's, Catholic loop titlist, won the district crown by beating

ALABAMA

Not even Birmingham's two newspapers could agree on which Birmingham school rated No. 1 in the state. West End defeated Ramsay, 21-0, in the regular season and the two were picked for the annual Thanksgiving Day charity game. In the second meeting, Ramsay scored in the opening quarter and held a 7-0 lead until the last play of the game, when West End scored! An end then blocked West End's try for point before 25,000 hysterical fans. One local paper awarded West End the state title on the basis of its regular season record, while the other crowned the Rams. Coaches Ward Proctor of West End and Mutt Reynolds of Ramsay had every reason to be proud. There was some unanimity in picking McAdory as champs of the middle enrollment class, with dissenters in Opp, Greenville, Alexander City, and Albertville. Among the smallest schools Reheboth, Verbena,

Champions, 1953

Roosevelt of the public league, 7-0, in a definite upset. Coach Joe Gallagher's champs took the opening kickoff and marched 61 yards in 12 plays for the game's only score. Armstrong won the Division II (Negro schools) title.

DELAWARE

William Penn High of New Castle, coached by Billy Cole, was the lone unbeaten squad in the state and thus could claim the mythical title. The titlists haven't been beaten in their last 20 games and set a new state scoring record with 347 points. Wilmington won the Big Five crown, while Bridgeville had the best down-state record.

FLORIDA

Pensacola's fine team was recognized as state champion by a newspaper poll which ranked Coach Jim Scoggins' eleven well ahead of Andrew Jackson of Jacksonville, champion of the Big Ten Conference. Sarasota, which failed to make the top ten, showed the fallacy of polltaking by downing third-ranked Manatee of Bradenton in a game which had no bearing on the South Florida Conference race, and Bradenton later won the crown with a clear-cut victory over Winter Haven. Among the smaller schools Haines City had a real powerhouse which won the Ridge Conference title. Chipley, Pinecrest, Titusville, and Umatilla also went unbeaten. Winning league championships were Fort Pierce (Suncoast), Palatka (East Florida), Tallahassee Leon (Northeast), Wildwood (West Coast), and Leesburg (Orange Belt).

GEORGIA

Grady of Atlanta scored a distinct upset in Class AA by defeating Lanier of Macon, 9-6. Erskine Russell did a nice job of coaching the champs, and spoiled Selby Buck's dream of having his first unbeaten and untied Lanier eleven in 29 years of coaching. Buck has won championships but never with a perfect mark. Wright Bazemore's great Valdosta team won Class A by thrashing LaGrange, 48-7, for its third consecutive crown. Val-

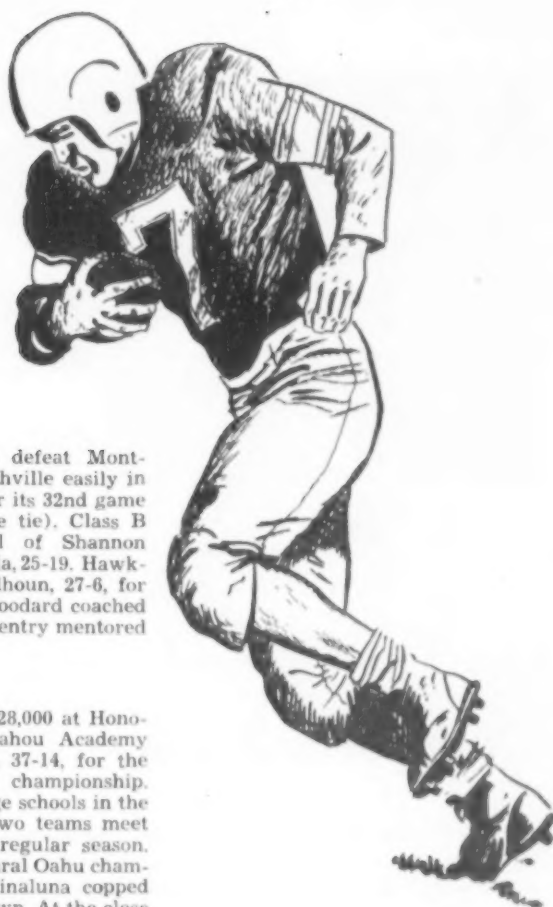
dosta went on to defeat Montgomery Bell of Nashville easily in the Peanut Bowl for its 32nd game without defeat (one tie). Class B champ was Model of Shannon which defeated Ocilla, 25-19. Hawkinsville downed Calhoun, 27-6, for the C crown. N. S. Woodard coached Model and Bobby Gentry mentored Hawkinsville.

HAWAII

Before a crowd of 28,000 at Honolulu Stadium, Punahou Academy thumped St. Louis, 37-14, for the Scholastic League championship. There are eight large schools in the city, and the top two teams meet at the end of the regular season. Waialua won the Rural Oahu championship, and Lahainaluna copped the Maui Island crown. At the close of the regular season, two all-star squads are selected from the big Interscholastic League and after journeying to other islands for practice games against local all-star squads, they meet in mid-December in the Shrine Charity Aloha Bowl Game. A drenching rain failed to keep 23,000 spectators from sitting through the 1953 contest.

IDAHO

Lewiston probably presented the best claim for the state crown by going undefeated within the state and losing only to Richland and Clarkston, two strong Washington elevens. Coach Bob Williams piloted his eleven to victories over Boise, co-champion of the state's biggest loop, and Sandpoint, toughest team in the Panhandle area. Boise came up on the last day of the season to defeat Nampa and tie for the Big Six title. Nampa had lost only to Grants Pass, Oregon runner-up. Madison of Rexburg had a fine team which went unbeaten to win the Upper Snake River championship, while Burley, tied once, inflicted the only loss of the season on Jerome to win the Big Seven crown. Smaller schools which won league or area championships were: Wilder (Snake River B), Genesee (District Two), Shoshone (Little Six), Heyburn (undefeated in District Four), Mackay and Roberts (District Six),



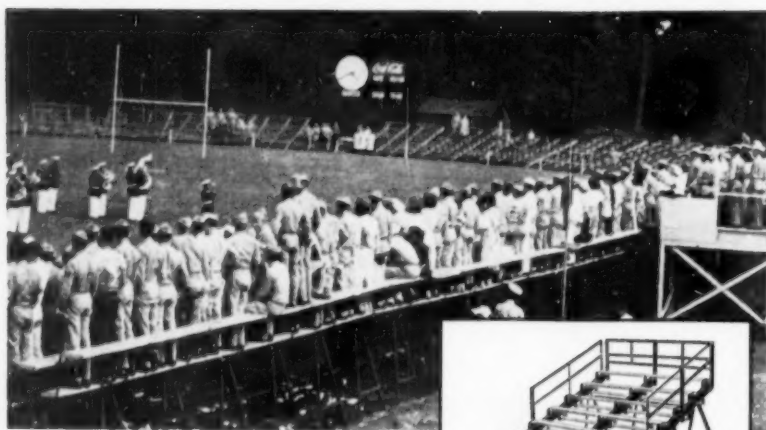
Shelley (Lower Snake River), and North Marsh (unbeaten in District Five).

ILLINOIS

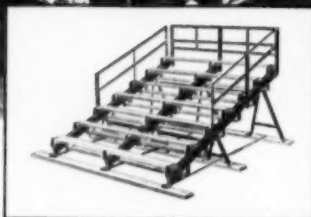
Rock Island (coached by Shorty Almquist), East St. Louis (Wirt Downing), and Spring Valley (Dick Nesti) were the only major "unbeatens" in the state, the first two running streaks to 21 games. Smaller schools which reached perfect conclusions were: Auburn, Jerseyville, Carmi, Chenoa, Tuscola, Elia Vernon, Chatsworth, Wheaton, Barrington, Plainfield, Joliet Catholic, and Lake Forest Academy. Proviso of Maywood won the tough Chicago Suburban League with one tie to mar its record. St. George of Evanston walloped Austin of the Public League, 38-12, to keep the Chicago title in the Catholic group, but it was a more open race with Terry Brennan departed for greener pastures. His Mt. Carmel eleven had won the crown three years straight.

INDIANA

South Bend Washington, coached by Sam Wegner, won the polling championship of the state because it played in rugged Northern Conference competition and went unbeaten. But Reitz of Evansville entered a strong claim on the basis of an unbeaten season (10 games) under Herman Byers. Terre Haute



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Wiley and Sullivan went unbeaten in the Western Conference to share the title, while East Chicago Washington was unblemished in Northern Conference (West) play but dropped the championship tilt to South Bend. North Vernon, New Haven, and St. Joseph of South Bend finished perfect seasons in lesser competition, while Tipton, Rochester, and Seymour gained major conference laurels though defeated or tied at least once.

IOWA

An upset victory over Newton's 1952 champs by Boone left Iowa City's undefeated legions all alone at the top of the 250 or more schools playing football in the Hawkeye State. Coach Frank Bates turned out an eleven which held seven opponents scoreless and ran up 241 points while giving up only 14. East Waterloo was another fine AA team. Grundy Center, Cresco, Wapello, and Lyons of Clinton had perfect records among middle enrollment schools, although once-beaten Washington, playing Double-A competition, won the Little Six Conference crown for the major achievement. Casey, Early, Kingsley, Pocahontas, Waukon, and St. Columbille of Dubuque were small school finishing up perfectly.

KANSAS

Long a doormat in the rugged Ark Valley League, Arkansas City stepped out this year to win the league crown and with it the vote for the mythical state championship. Coach Clint Webber's squad won eight games and played a tie with El Dorado. Topeka, beaten only by Wichita East of the Ark Valley loop, was rated second followed by Lawrence, unbeaten McPherson, and Coffeyville. Small schools which turned in excellent records included Hays, Concordia, Ellinwood, Marion, Great Bend, Ness City, Olathe, Cherryvale, Effingham, Plainville, and Syracuse.

KENTUCKY

A rating system gave Lafayette of Lexington a narrow margin over Paducah Tilghman for the state title. Both teams were undefeated in the state. Lafayette, coached by Bill Schaffnit, scored a post-season bowl victory over previously undefeated Lynch, which ended in third place. Ralph McRight coached the Paducah eleven which dropped an early season game to an Evansville, Ind., team but finished with a 10-1 record.

LOUISIANA

Jesuit of New Orleans won the Class AA crown by edging Byrd of Shreveport, 7-6. All the scoring was done in the first period. From then on, the rivals belted it out on a muddy field so heavy that only three passes were attempted—all

by the losers. West Lake, a school which started playing football only six years ago and which was recently promoted to Class A ranks, won the championship of its division with a 32-0 triumph over Rayville. Ferriday was the Class B champion, 20-0, over Hanson Memorial of Franklin.

MAINE

Maine uses a rating system to determine official champions, which seems to please no one. Stephens of Rumford was awarded the Large School (FFF) title, though beaten once, Skowhegan and Brewer shared the FF crown, and Jay was alone in Class F. Cheverus of Portland had a fine record in FFF with no defeats and one tie, but a scheduling mishap failed to provide enough points to give the team the title.

MARYLAND

Unbeaten, untied McDonogh School won the Scholastic Association (Baltimore area) title, with Polytechnic the top rated public school team and Mt. St. Joseph heading the Catholic schools. The last two spoiled each other's chances by playing a scoreless tie. Neither met McDonogh, which was coached by Howard Eyth. Northwestern of Hyattsville won the title in the newly formed Washington (D. C.) suburban group.

MASSACHUSETTS

It was Weymouth, Lowell, and Newton sharing the title in Eastern Mass. Class A ranks—all unbeaten and little to choose from among them. Watertown (7-1-1) was the B champ, while Concord outranked Braintree in C, though both had perfect marks. Ipswich gained Class D honors, South Boston won the City District title, and Northampton was Class A champion in the Western Mass. division.

MICHIGAN

Pershing of Detroit, Ann Arbor, and Grand Haven were unbeaten and untied Class A teams. Pershing won nine games, including the city championship victory over Lourdes, 21-7. Ann Arbor was the only team to beat strong Flint Northern of the Saginaw Valley and also won its own league crown. Ironwood and Mt. Pleasant were high ranked in Class B, while Flint Dye and Jackson St. Mary topped the Class C-D grouping. The ratings are not official.

MINNESOTA

The St. James' forces of Coach Ken Swanson were rated No. 1 by newspapers in Minneapolis and St. Paul. The team won nine straight games and tallied 412 points to 19 for the opposition. As a matter of fact the "champs" averaged 10.7 yards per carry on 238 running plays, 23 yards per pass completion (37 of



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88 were good), and showed a net yardage average over their rivals of 3,385 yards to 927. Detroit Lakes, coached by Marv Helling, swept through eight games with only one close one and could enter a claim against St. James, as could Edina-Morningside, winner of seven straight and the Lakes Conference title. Patrick Henry won the Minneapolis title and defeated St. Paul Central in the annual Twin City championship game. Rochester, with one tie to mar its slate, captured the rugged Big Nine Conference title by a half game from Winona, which had a successor to Paul Giel in halfback Dick Brown. Nashwauk, Jackson, Elbow Lake, Preston, Benson, Kenyon, Lindstrom-Center City, Milaca, Sauk Rapids, Esko, and Hermantown were undefeated though not so highly rated as the others.

MISSISSIPPI

Greenville smothered Natchez, 21-7, in the playoff game to win the coveted Big Eight championship. Actually 18 schools are divided into North and South leagues and play round-robin to determine playoff representatives. Carl Maddox was the coach of the champions, who throttled Natchez' Tony Byrne who had scored 32 touchdowns during the year to break a mark established by Shorty McWilliams of West Point and Mississippi State. Small conference champs were Drew (Delta Valley), Aberdeen (Little Ten), Canton (Choctaw), and Menenahall (Little Dixie). Drew defeated Canton in a post-season contest and Winona upset Aberdeen.

MISSOURI

Because of the small amount of intersectional competition, there's no real opportunity to name a state champion. Schools which won major sectional or conference championships included: Southeast (Kansas City); University (Prep League) which defeated Southwest (Public League) 7-0 for the St. Louis City championship; St. Joseph Central (Pony Express); Kirksville (North Central); King City (Grand River); Gower (Northwest Eight); Smith-Cotton of Sedalia (Central); Mexico (Northeast); Shelby (Quint City); Maplewood, University City, and Webster Groves (tied for Suburban St. Louis Big Six); Ladue (Suburban Little Six); St. Louis Country Day (ABC League); Cape Girardeau, Sikeston and Poplar Bluff (Southeastern Big Eight); Portageville (Little Eight); Higginsville (Missouri River); Harrisonville (Midwest); and El Dorado Springs (West Central).

MONTANA

Missoula won the Class AA championship via a 14-0 triumph over Butte Public, which played tremendous defensive football to keep the

score as low as it was. Hal Sherbeck coached the Spartans who also won in 1952. The Class A final was an almost exact reversal of last year's 13-6 tussle, as Dawson County High of Glendive took the title away from Butte Central Catholic, 12-6. Forrest Wilson was the winning coach. Five regional champions were declared in Class B: Polson, Hamilton, Hardin, Scobey, and Great Falls Central Catholic.

NEBRASKA

Though championships are doled only by the state's leading newspapers, they're pretty generally accepted. Grand Island and Creighton Prep of Omaha shared the Class A crown, both having finished all-victorious. Holdrege (Jess Kiefer) won its second Class B title in four years, but was pressed by also unbeaten St. Bonaventure of Columbus. In Class C, it was Geneva, Grant, Oakland, and Franklin in that order—all unbeaten. Clay Center, smallest school in the state playing the 11-man game, was crowned D champion with a 6-1-1 record. The team was coached by Bill Hoyt, and had 17 of the school's 24 boys on the squad. Winning Class A coaches were L. G. Friedrichs of Creighton and Jerry Lee, Grand Island.

NEVADA

Las Vegas fielded a powerful eleven which not only defeated its only Class AAA rival within the state (Reno) but went undefeated against strong California and Arizona squads. In Class AA, Elko nipped Ely, 28-27, after having defeated the same team, 49-19, during the regular season. Yerington won the title in the Class A Conference.

NEW HAMPSHIRE

Nashua, coached by Buzz Harvey, went unbeaten against state opposition to win the Class A title. Somersworth again won in Class B, though once tied, while St. Anthony was the Class C titleholder. Jeff Francoeur coached Somersworth, while Fred Ranger handled the C champs.

NEW JERSEY

The lack of an undefeated team in powerhouse Essex County threw the spotlight on Asbury Park, Atlantic City, and West New York—all of which went unblemished. However, though Montclair, Orange, and East Orange took turns beating one another in Essex County, they still finished 1-2-3 in the point standings, which are based on strength of opposition. In Group III, unbeaten Somerville and once-beaten South River turned in outstanding records; while Dover, Millville, Palmyra, Freehold, and Roselle Park were not stopped in Group II. The smallest schools had standard bearers in Swedesboro

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and Florence (unbeaten and untied), but Verona, another Essex school outpointed both. St. Peter's of Jersey City was the outstanding Catholic eleven.

NEW MEXICO

For the first time, New Mexico divided its schools into four enrollment groups and declared state champions via elimination. Roswell scored on a short forward pass in the last 90 seconds to defeat Albuquerque, 21-19, in Class AA. Anthony had a Class A powerhouse which ran over Raton, 27-0, and other champions were Aztec in Class B and Capitan in Class C.

NEW YORK

Outstanding teams in the state and their achievements in parenthesis: White Plains (undefeated since 1949); Rye (unblemished in smaller Westchester County ranks); Baldwin (Triple A champ of Nassau County); Long Beach (unbeaten in Nassau Double A); Tappan Zee (Rockland County); Poughkeepsie (champs of four Mid-Hudson counties); Nott Terrace (Section 2 Class A); Saratoga (Section 2 Class B); Columbia of East Greenbush (undefeated in the Albany area); Whitehall and Glens Falls (Northern Conference); Massena (Northern League); Plattsburg (Champlain Valley); New Hartford (Unbeaten Tri-Valley champs); Auburn (Central Conference); Ithaca (Southern Tier); Dolgeville (Mid-State); New Hartford (Tri Valley); Mohawk (Iroquois); Christian Brothers (Syracuse City); Waverly (Southern Counties); Corning Northside (West Central); Newark (Central Western); Edison (Rochester City); Hamburg (Erie County); Kenmore (Niagara Frontier); Bishop Timon (Western Catholic); and East High (Buffalo City). In New York City PSAL ranks, Lafayette and Far Rockaway boasted the best records, while St. John's Prep led the Catholic Schools (who are forming a strong new league next season).

NORTH CAROLINA

Durham and Winston-Salem Reynolds shared the Class AAA crown by playing to a 14-14 tie in the finals. Durham, down 14-0, evened the count in the final quarter and got its last score with 35 seconds to play. Charlotte Harding repeated in Double-A with a convincing 20-0 win over Hamlet. Massey Hill dropped Bessemer, 20-0, in Class A, and Albemarle defeated Belmont, 14-6, to gain the crown in the Western Carolina Assn.

NORTH DAKOTA

Shanley High of Fargo returned the state championship to the eastern division by walloping St. Mary's of Bismarck, 40-20, in the East-West playoff. The two Catholic schools

put on a great scoring show, with Shanley counting 20 points in the third period after leading only 14-13 at halftime. John Cechy coached the champs. St. Mary's was forced to earn its title shot in a playoff with Jamestown. The game ended 6-6 and was settled on a net yardage basis.

OHIO

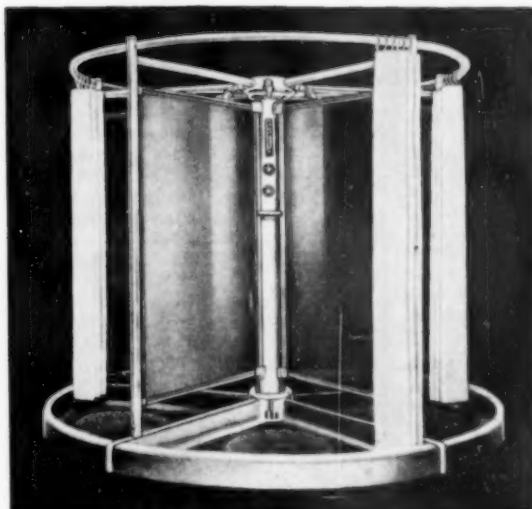
For the sixth year in a row, the Massillon Tigers were voted No. 1 in the state! Portsmouth, which also went undefeated, was awarded the runner-up spot and its coach, Bob Brownson, was selected "Ohio Coach of the Year" for his fine job. The 1953 season marked the end of an era for Massillon, for Mather has moved up to Kansas University. In his six years at Massillon, Mather won 57 of 60 games, the last 23 in a row. They outscored the opposition 2,227 to 432, and averaged 39.9 per game in 1953. Schools which finished unbeaten this year were Akron St. Vincent, Toledo DeVilbiss, Lisbon, and Urbana, while Cleveland Rhodes and New Philadelphia each had one tie. None was rated close to Massillon and Portsmouth in the polls.

OKLAHOMA

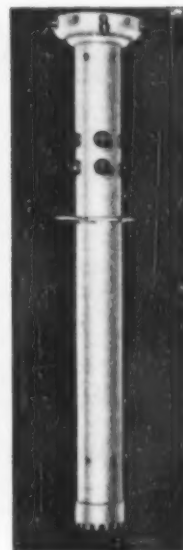
Seminole slaughtered Altus, 49-14, for the Class A crown, while Tonkawa downed Cleveland for the Class B title in a 26-20 thriller, and Maysville defeated Thomas, 6-0, in Class C. Winning coaches were Homer Simmons (Seminole), Travis Rhodes (Tonkawa), and Tom McVay (Maysville). Capitol Hill of Oklahoma City and Muskogee did not compete in the playoffs, which are limited to smaller enrollment groups. The two Double-A powerhouses played a late season 27-27 tie and were rated co-champs.

OREGON

Central Catholic of Portland and Prineville repeated as champions in Classes A-1 and A-2, respectively. The Rams of Coach Harry Scarff defeated a surprisingly strong Grants Pass eleven in the large schools final, 14-13. Grants Pass had eliminated the state's No. 1 ranking team, North Bend, in the first round of play by a 14-12 count. Central Catholic, however, thoroughly proved its right to the crown by belting Hillsboro and second-ranked Salem on the way to the championship game. The champs allowed only four touchdowns to be scored against them in eleven games. Keith DeCoursey's Prineville crew went through 12 games unbeaten with a 31-14 climax over Estacada for the crown. Five of the victories were scored over schools of larger classification. Little Union from Eastern Oregon thumped Amity, 34-20, in a wide-open Class B final. Mel Ingram deserves a world of credit



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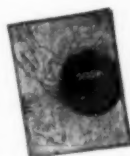


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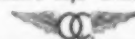
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PENNSYLVANIA

Exceedingly close competition in almost all leagues kept the number of unbeaten and untied teams to a minimum. Abington won the Philadelphia Suburban crown with a 9-0 record, while St. James and Northeast tied for the city title. Allentown went unbeaten but sustained two ties in nine games. Schuylkill Haven defeated Scranton Tech, 28-6, to take Eastern Conference honors but had a defeat and a tie, while Pottsville, winner of the Keystone Conference, was beaten twice. York, champion of the tough Central Penn League was beaten on the last day of the season, while Donora and Har-Brack, unbeaten in Western League play, fought to a scoreless tie to share the AA championship of their area. Leechburg was Class A titleholder defeating Baldwin, 26-21, with halfback Dick Hunter getting all the points. Adams Township and Lock Haven were outstanding in West Central Pa. with unblemished records.

RHODE ISLAND

East Providence, West Warwick, and Colt Memorial of Bristol won titles in Classes A, B and C, respectively. West Warwick is coached by Monk Maznicki, ex-Boston College great, and hasn't been beaten by a Rhode Island opponent since 1948. Maznicki's eleven and the Bristol team both were unbeaten in 1953. The Class A race was exceedingly close, with East Providence finishing 6-1-1 to Rogers of Newport's 5-1-2.

SOUTH CAROLINA

Schools in the Palmetto State compete for championships in three classes, but the eliminations are a rather cumbersome affair and only half the association membership enter the playoffs each year. As a result, some unbeaten elevens do not bother going after titles. This doesn't, however, detract from the laurels won by Mullins (12-7 over Pickens in Class A), Olympia (20-0 over Berkeley in B), and St. John's Island (32-0 over Heath Springs in C). The state's largest schools are classified as AA, and Rock Hill, coached by Walt Jenkins, went undefeated and was considered the top team in the state. Conway had a splendid season, going undefeated against South Carolina teams.

SOUTH DAKOTA

The big story was Washington High of Sioux Falls, which dropped out of the Eastern South Dakota Conference to play a free-lance schedule. Rated by many as the best in a four-state area, Sioux Falls defeated St. Paul Central and Minneapolis South, two Sioux City

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Sheets 8" x 11" x 1/8" thick

Propody Felt . . . High grade felt

Sheets 3" x 6"

Flesh Colored Molefoam

Cans . . . 12" wide x 5 yards

Prices on Application

E-Z WALK CORPORATION

104 W. 17th St., New York 11, N. Y.

elevens, and Fort Dodge, Iowa, in addition to four in-state rivals. The St. Paul team, city champions, were drubbed by a 60-12 count, and only one contest was close. Bob Burns is the coach of this fine crew which hasn't been defeated since 1950 and has a string of 31 straight going. Yankton had an unbeaten season and won the ESD title, while Canton in the Big Seven swept nine games. Wessington Springs went unbeaten in independent play, as did Tyndall in the Southeastern loop. Mobridge of the Central loop had a perfect record and included Redfield, Northeastern titleholder, among its victims.

TENNESSEE

Chattanooga Central's fine eleven was top-rated in the state and included among its victims Miami (Fla.) Senior, Jacksonville Landon, and Little Rock, Ark. Coach C. B. (Red) Etter's Purple Pounders dropped their opener to Memphis Central and were tied by Bradley County, but a late season win over Isaac Litton of Nashville, second rated team in the state, gave them enough points to cop the crown. Oak Ridge, Memphis Central, Columbia, and Knoxville Central followed in the standings, but it seemed that every good team in the state was beaten at least once.

TEXAS

The championship circus finished up after Christmas and all four classes provided interesting eliminations. Lamar of Houston brought the city its first title with a stunning 33-7 triumph over powerful Odessa in Class 4A. Port Neches, a Cinderella team, downed Big Spring, 24-13, in the 3A finals. The following week Huntsville's strong squad grabbed Class 2A honors with a resounding 40-6 triumph over Ballinger, and Ranger startled Luling, 34-21, in Class A. Winning coaches were: O. C. Warden (Ranger), Mance Park (Huntsville), Gene McCollum (Port Neches), and Bob Schulze (Lamar). St. Thomas of Houston won the state Catholic title over Jesuit of Dallas.

UTAH

The big news occurred in Class B ranks where Millard of Fillmore gained its fourth consecutive title with a last quarter 25-20 victory over Tooele. East Salt Lake won in Class A for the second year, 13-0, over Ogden. Taft Watts coaches Millard, while Tally Stevens is the East High mentor.

VERMONT

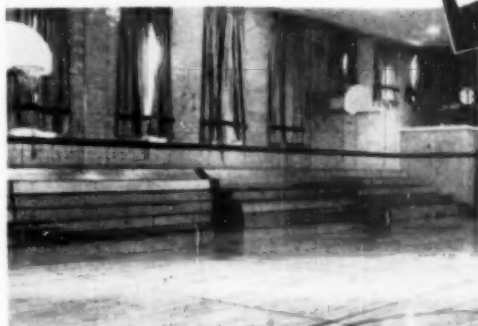
Coaches named Bellows Free Academy of St. Alban's their state champion, but it's difficult to see how they relegated Brattleboro, also with a perfect record, to second place. Both were fine teams competing in different ends of the state, with Brattleboro a particularly high scoring machine.

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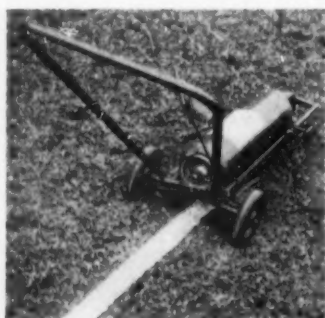
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HACKETTSTOWN, NEW JERSEY

VIRGINIA

The margin of one victory settled the Group One championship among the state's largest schools. Granby of Norfolk was undefeated in nine games, Hampton in eight, and since the former played the tougher schedule it was awarded the title. Granby was coached by Ed Derringer and Hampton by Suey Eason. Smaller schools in the state do not play to a state championship, but rather to eight district titles. A district champ may challenge the winner of its neighboring district for the regional crown. Manchester of District 2 had a splendid team which compiled an undefeated record and beat Suffolk of District 1. Bedford won in District 3, Emporia in District 4, and Handley of Winchester and William Fleming of Roanoke in 5 and 6, respectively. Saltville (7) downed Big Stone Gap (8) for the South-western regional title.

WASHINGTON

Olympia won the state sportswriters' poll mainly by virtue of a 7-6 Thanksgiving Day triumph over Queen Anne of Seattle in the annual invitation game between the city champions and an outstanding state team. Pasco adherents, however, had a good claim for the title as the smaller school won impressively in the Yakima Valley League and went undefeated in nine games. Roy Carlson coached Olympia and Em Morgan tutored Pasco. In Class B, Tonasket, mentored by Lou Boni, was voted No. 1 followed by Ilwaco, Ritzville, and Neah Bay, the last named being the smallest school in the state playing 11-man football. All were unbeaten. South Kitsap, Clarkston, and Federal Way of Redondo were Class A teams which were unbeaten and untied but failed to garner enough votes for the title.

WEST VIRGINIA

Barboursville, hardly one of the state's larger Class A schools, won a well-deserved state championship by defeating Benwood Union, 27-0. Coach Dick Ware was truly the toast of the town in this community of 2,000, as was his star fullback, Bobby Barrett. The Class B crown went to Sisterville which defeated Romney, 27-12. George Strager coached the winners.

WISCONSIN

Wausau, Green Bay West, and Whitefish Bay had the best large school records in the state, while Racine Horlick, Beloit, and Menasha also compiled fine marks. F. L. (Frosty) Ferzacca of the Green Bay eleven wound up a splendid prep coaching career by gaining the head coaching job at Marquette. Win Brockmeyer, Wausau mentor, is another who may

someday be heard from on a national scale. His team has now won 19 in a row. Unbeaten and untied smaller schools were: Berlin, Lake Geneva, Racine County Aggies, Sun Prairie, West DePere, Manawa, Medford (for the second year), New Lisbon, Wautoma, Winneconne, and Waunakee.

WYOMING

Sheridan's Broncs copped their second straight Wyoming Class AA title and left no doubt as to their superiority since they also defeated Worland, Class A champion, 18-0, in a regular season game. The team coached by Carl Rollins won all ten games this season and has not been beaten since early 1952. Worland downed Torrington, 13-7, to retain its smaller schools' crown.

Coaches' Corner

(Continued from page 50)

During a kick, a Chicago Bear tackle messed up his assignment and the ball caught him squarely in the seat of his pants. It was recovered by an opposing guard who ran it over for a touchdown. George Halas promptly yanked the tackle. After the culprit had taken his place on the bench, Halas came over and kindly asked, "How are you, fella?"

"Why fine, coach," answered the tackle, surprised by this solicitude.

"Good," murmured Halas, "for a while I was afraid you might have concussion of the brain."

Tony Galento astonished the boxing world by upending the great Joe Louis with a roundhouse left. Before the referee could start his toll, Louis bounced up and squared off again.

In Louis' corner at the end of the round, trainer Jack Blackburn looked at Joe reproachfully. "I keep teaching you and teaching you to take a count when knocked down. Now why didn't you stay down for nine like I've always taught you?"

"What," snapped Joe, "and let him get all that rest!"

Since Yogi Berra's favorite literature is comics, he was always in awe of his ex-roommate Bobby Brown. Bobby, now a full-fledged doctor, always carried something "heavy" with him. One evening Yogi saw Bobby poring over a fat text on anatomy. Yogi didn't say anything until he saw Bobby close the thick volume, then he brightly asked:

"Hey, Bobby, how did it come out?"

The irrepressible Groucho was introduced to a pale-looking umpire. "Are you British?" asked Groucho.

"Why, no. Why do you ask?"

"Well, there's an old saying that the sun never sets on a British umpire!"



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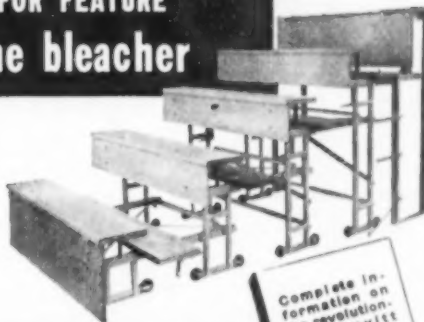
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HONORABLE MENTION

ADDENDA

DUE to space limitations last month, *Scholastic Coach* was unable to print its entire All-American Football Squad "honorable mention" list. The list could not be considered complete without inclusion of the following players—all backfield men (unless otherwise signified):

ARIZONA—Larry Williams, Amphitheater (Tucson); Sterling Bonner, Mesa; Gordon Phegley, Thatcher; Billy Jones, Nogales.

CALIFORNIA—Douglas Dick, Redondo; Dick Garcia, Banning; Adolpho Garcia, Lincoln (L.A.); Carl Ketchie, San Fernando.

FLORIDA—Jim Rountree, Miami Jackson; Al Carter, Sarasota; Jimmy Prestwood, Haines City; Ed Sears, Pensacola.

GEORGIA—David Brotherton, G. Rossville; Mike Trotter, G. Atlanta Grady; Ed Crawford, C. Decatur; Jerry Trantham, C. Ocilla; Charles Maynard, Decatur; Joe DeLany, North Fulton; Wilbur Lofton, Atlanta Grady; Jimmy Usry, Americus; Wesley Melvin, Fort Valley.

IDAHO—Dan Flores and Larry Maupin, C. Nampa; John Haddox and Lyle Coyle, T. Boise.

ILLINOIS—Larry Breyfogle, Lawrenceville; Nick Grevan, Tilden Tech (Chicago); Ralph Kallenbach, Elgin; Jim Heid, Spalding; Walt Klinge, Mendota; Dan Wile, Salem; Fred Harris, Highland Park; Ron DeNardo, Trinity; Bob Sims, Joliet.

KANSAS—Ralph Pfeifer, Hays; Charles Norris, Ellinwood; Larry Davis, El Dorado; Merlyn Burr, St. Francis; Dave Freeman, Caney.

LOUISIANA—Paul Stephens, C. Istrouma; M. C. Reynolds, Mansfield; Mackie Bourg, Hanson; Jim Taylor, Baton Rouge.

MINNESOTA—John Drzenovich, Nashwauk; Jerry Benda, Jackson; Dick Cutler, Preston; Bill Jukich, Morgan Park; Rhody Tuszka, Duluth Central; Bob Lieb, Kenyon.

MISSISSIPPI—William Otis Hurst, Bruce; Tony Byrne, Natchez; Jackie Simpson, Corinth.

NEW JERSEY—Harry Grodberg, Asbury Park; Joe Appello, Roselle Park; Joe Gomes, East Side (Newark); Frank Riepl, South River.

NEW YORK—Bill Strumke, Peekskill; Chuck Zimmerman, Christian Bros. (Syracuse); Sam Booker, Riverhead; Nick Tate, Niagara Falls; George Davis, Kenmore; Tom Ryan, Timon (Buffalo); Ron Pawlik, Riverside (Buffalo).

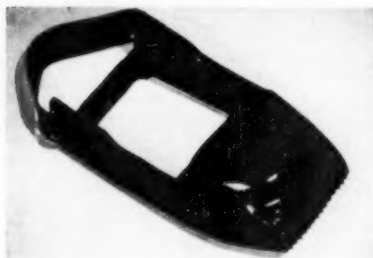
OKLAHOMA—Bill Sturm, Muskogee; Charles Joseph, Seminole; Royce McQueen, Ardmore; Chuck Page, B. Capitol Hill (Okla. City).

PENNSYLVANIA—Bruce Gilmore, Reading; Ben Klingler, Hershey; Wilmont Banks, York; Bernie Matta, Lansford; Dick Hunter, Leechburg; Don Hafer, Schuylkill Haven.

TEXAS—Don Barber, Floydada; Larry George, Crozier; Ray Masters, Brownwood; Carlisle Robinson, Big Spring; Joe Clements, Huntsville; R. V. Allcorn, Olton; Johnny Elam, Luling.

The manufacturers of the CUSHMAN KICKING TOE

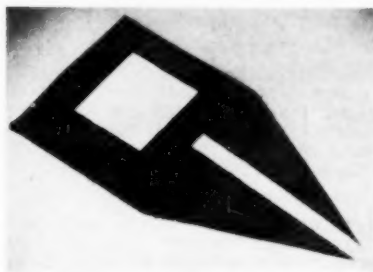
which has become famous all over the U. S. in 8 years of use for conversions and field goals is proud to announce the



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- ☐ Brochure on Aluminum
Spill-Proof Hurdle

AMERICAN WIRE (66)

- ☐ Folder on Locker Baskets
and Uniform Hanger

ARNETT, RICHARD (63)

- ☐ Information on Starting
Blocks

BECTON, DICKINSON (33)

- ☐ Coaches Manual on Pre-
vention and Treatment
of Athletic Injuries

BERLIN CHAPMAN (67)

- ☐ Complete Details on
Ex-A-Way Bleachers

BIKE WEB (27)

- ☐ Coaches and Trainers
Handbook

BRADLEY WASHFOUNTAIN (65)

- ☐ Catalog on Multi-Stall
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BROWN, M. D. (70)

- ☐ Catalog of Electric
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CHAMPION KNITWEAR (35)

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Equipment Catalog

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- ☐ "Tennis Tactics" Book
☐ Badminton Book
How many _____

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Toe and Kicking Tee

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Vinnie Richards
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E-Z WALK (66)

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Sanitizer-Deodorant

FAIR PLAY (72)

- ☐ Catalog on Electric
Scoreboards

FENNER-HAMILTON (66)

- ☐ Literature on Web Bed
Trampoline

GENERAL SPORTCRAFT (2)

- ☐ Official Game Rules
Booklet
☐ Rules Booklets for Bad-
minton, Deck Tennis,
Shuffleboard, Table Ten-
nis, Bat Tennis

GRISWOLD, LARRY (72)

- ☐ Information on Trampo-
line Bed and Trampoline
Manual

HAND KNIT HOSIERY (32)

- ☐ Information on Wigwag
Athletic Socks

HARVARD TABLE TEN. (22)

- ☐ Table Tennis Tournament
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Booklet

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- ☐ Famous Slugger Year-
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☐ Official Softball Rules

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☐ Basketball Scoring and
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- ☐ Catalog on Folding
Partitions, Gym Seats,
Stages, Classroom
Wardrobes

HOUSE OF HARTER (69)

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Awards Ribbons and
Complete Line of
Trophies and Medals

HUSSEY MFG. (60)

- ☐ Catalog on Steel Port-
able Bleachers
☐ Water Sports Equipment
Catalog

JOHNSON & JOHNSON (45, 51)

- ☐ Information on Complete
Line of V Front Sup-
porters
☐ Information on Red Cross
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- ☐ Information on Daw-
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Baseball and Softball
Bats

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Hard Maple Floors

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- ☐ Brochure on Stainless-
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Gym Seats, Steel Lockers
☐ Information, Acromat-
Trampoline
☐ Catalog on Basketball
Backstops, Scoreboards
☐ Catalog on Dressing
Room Equipment

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- ☐ Basketball Scouting Book

MOSBY CO. (47)

- ☐ Sports Book List

NADEN & SONS (62)

- Electric Scoreboards
and Timers
☐ Baseball Catalog
☐ Basketball Catalog
☐ Football Catalog

SEE PAGE 72 FOR OTHER LISTINGS AND FORM FOR SIGNATURE

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MASTER COUPON

(See page 71 for other listings)
(Numbers in parenthesis denote page on which advertisement may be found)

NATIONAL SPORTS (52)

- ☐ Price Circular on
Jim-Flex Gym Mats

NEW EQUIPMENT (24)

Further information on:

- ☐ Badminton Racket
☐ Whirlpool Bath
☐ Jr. Athletic Supporter
☐ Football Cape
☐ Shoulder Pads
☐ Roll-Out Bleachers

NISSAN TRAMPOLINE (55)

- ☐ Literature on Trampolines
☐ Booklet, "Tips on Trampolining"

O-C MFG. (65)

- ☐ Information on V-Front Athletic Supporters

PENNA. ATH. PRODUCTS

(Inside Back Cover)

- ☐ Catalog on Complete Line of Rubber-Covered Balls

PI-MAC SPORTS (48)

- ☐ Information on Aluminum Portable Bat Rack

PLAYTIME EQUIP. (18)

- ☐ Literature on Welded Steel Bleachers

PRECISION GOGGLE (64)

- ☐ Brochure on Football Prescription Goggles

QUAKER OATS (40-41)

- ☐ Booklet, "How to Play Baseball," by Ethan Allen
How many _____?

RAWLINGS (3)

- ☐ Spring and Summer Sports Catalog
☐ Advance Football and Basketball Catalog

REGAL AWARDS (34)

- ☐ Catalogs of Sports Trophies and Awards

REMINGTON ARMS (53)

- ☐ Instructor's Manual on Operation of a Rifle Club

RIDDELL, JOHN T.

(Inside Front Cover)

- ☐ Booklet and Catalog, "The Story of Quality Athletic Shoe Construction"

ROBBINS FLOORING (67)

- ☐ Information on Iron-bound Continuous Strip Maple Gym Floors

SAND-KNITTING (68)

- ☐ Complete Catalog of Athletic Equipment

SEAMLESS RUBBER (29)

- ☐ Training Manual, "The Strapping of Athletes"
☐ Catalog of Footballs, Basketballs, Soccers

SKINNER & SONS (19)

- ☐ Information on Skinner Fabric

SNYDER TANK (70)

- ☐ Information on Steel Bleachers

SPALDING & BROS. (1)

- ☐ Catalog
☐ Sport Show Book

SPANJIAN SPORTS (62)

- ☐ Football Catalog

SPOT-BILT (14-15)

- ☐ Catalog of Complete Line of Athletic Shoes

STEWART IRON (28)

- ☐ Catalog of Fences, Baseball Backstops, Wire Mesh Partitions, Railings, etc.

SUPREME MARKERS (68)

- ☐ Information on Pressure Line Marker

TRACK & FIELD SUPPLY (48)

- ☐ Catalog on Complete Line of Equipment

WILDROOT (57)

- ☐ Grooming Guide
☐ Teaching Guide
How many _____

WILSON (21)

- ☐ Catalog

NAME _____ POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

No coupon honored unless position is stated

March, 1954

ADVERTISERS INDEX

ALUMINUM ATHLETIC EQUIPMENT CO.	68
AMERICAN WIRE FORM CORPORATION	66
ARNETT, RICHARD W.	63
BECTION, DICKINSON & COMPANY	33
BERLIN CHAPMAN COMPANY	67
BIKE WEB COMPANY	27
BRADLEY WASHFOUNTAIN COMPANY	65
BROWN, M. D., COMPANY	70
CHAMPION KNITWEAR COMPANY	35
CORTLAND LINE COMPANY, INC.	63
CRAMER CHEMICAL COMPANY	61
DAHLMAN PRODUCTS COMPANY	71
DOLGE, C. B., COMPANY	66
DRIVER, H. I.	44
DUNLOP TIRE & RUBBER CORP.	66
EDERER DIVISION, THE LINEN THREAD COMPANY, INC.	17
EVANS, BERNERD	66
E-Z WALK CORPORATION	66
FAIR PLAY MANUFACTURING COMPANY	72
FENNER-HAMILTON COMPANY	66
GENERAL SPORTCRAFT COMPANY	2
GRISWOLD, LARRY	72
HAND KNIT HOSIERY COMPANY	32
HARVARD TABLE TENNIS COMPANY	22
HILLERICH & BRADSBY COMPANY	25
HILLYARD CHEMICAL COMPANY	43
HODGMAN RUBBER COMPANY	56
HORN SCHOOL EQUIPMENT DIVISION OF THE BRUNSWICK-BALKE-COLLENDER CO.	49
HOUSE OF HARTER, THE	69
HUSSEY MANUFACTURING COMPANY	60
IVORY SYSTEM	4th Cover
JOHNSON & JOHNSON	45, 51
K. & P. ATHLETIC COMPANY	52
KING-O-SHEA	54
LEAVITT BLEACHER COMPANY	69
LINEN THREAD COMPANY, INC.	31
MacGREGOR SPORTS EQUIPMENT	6
McLAUGHLIN-MILLARD, INC.	37
MAPLE FLOORING MANUFACTURERS ASSN.	4
MARYLAND UNIV. COACHING CLINIC	46
MASTER LOCK COMPANY	64
MEDART, FRED, PRODUCTS, INC.	23
MISHAWAKA RUBBER & WOOLEN MFG. CO.	39
MOSBY, C. V., COMPANY, THE	47
NADEN & SONS ELECTRIC SCOREBOARD CO.	62
NATIONAL SPORTING GOODS ASSOCIATION	38
NATIONAL SPORTS EQUIPMENT COMPANY	52
NISSAN TRAMPOLINE COMPANY	55
O-C MANUFACTURING COMPANY	65
PENNSYLVANIA ATHLETIC PROD. DIV. OF THE GENERAL TIRE & RUBBER CO.	3rd Cover
PI-MAC SPORTS EQUIPMENT COMPANY	48
PLAYTIME EQUIPMENT CORPORATION	18
PRECISION ATHLETIC GOGGLE COMPANY	64
PRENTICE-HALL, INC.	46
QUAKER OATS COMPANY, THE	40-41
RAWLINGS SPORTING GOODS COMPANY	3
REGAL AWARDS COMPANY	34
REMINGTON ARMS COMPANY	53
RIDDELL, JOHN T., INC.	2nd Cover
ROBBINS FLOORING COMPANY	67
SAND KNITTING MILLS CORPORATION	68
SEAMLESS RUBBER COMPANY, THE	29
SKINNER, WILLIAM, & SONS	19
SNYDER TANK CORPORATION	70
SPALDING, A. G., & BROTHERS	1
SPANJIAN SPORTSWEAR	62
SPOT-BILT	14-15
STEWART IRON WORKS COMPANY, INC.	28
SUPREME MARKERS	68
TRACK AND FIELD SUPPLY	48
VANTAGE PRESS	44
WILDROOT COMPANY, INC.	57
WILSON SPORTING GOODS COMPANY	21

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